ED 388 398   PS 023 666

ABSTRACT
              This thesis describes the implementation of a
cross-age program to reduce negative classroom behavior and promote
community identity among students in elementary and middle schools in
Rockford, Illinois. The targeted population consisted of elementary
school students with learning disabilities and seventh- and
eighth-grade middle school students. The solution strategy consisted
of community building within the classroom, the enhancement of peer
relationships between same-age classrooms, the development of
positive cross-age relationships, and participation in cross-age
community service projects. Through the implementation of these
strategies the incidence of negative classroom behavior was reduced
and a sense of community identity was achieved. Six appendixes
provide copies of student and teacher surveys, a student self-esteem
inventory, descriptions of solution strategies and activities, and a
student rating form. (Contains 38 references.) (MDM)

IMPROVING STUDENT BEHAVIOR

by

Linda Johnson
Jacki Lutzow
Marcia Strothoff
Cathy Zannis

Submitted in partial fulfillment of the requirements
for the degree of Master's of Arts in
Teaching and Leadership

St. Xavier University - IRI
Field-Based Master's Program

Action Research Project   Teachers
Site: Rockford, Illinois   Hillman Elementary School
Date: May, 1995   Flinn Middle School
                                           Rockford, Illinois

This Action Research was approved by

Priscilla Hartung Ed.D., SXU Facilitator

Sara Moser; Pat Wingrow, IRI/Skylight Facilitator

_____
Dean, School of Education

Table of Contents

Abstract

AUTHORS: Linda Johnson   SITE: Rockford III
           Jacki Lutzow
           Marcia Strothoff
           Catherine Zannis

DATE: May 1, 1995

TITLE: Reducing negative behavior by establishing
           helping relationships and a Community
           Identity Program

ABSTRACT: This paper describes the implementation of a
cross-age program to establish helping relationships,
reduce negative classroom behavior, and promote
community identity.   The targeted population consisted
of middle school students and self-contained learning
disabled and behavior disordered elementary students in
a lower-middle class, urban community, located in
northern Illinois.   Disruptive classroom behavior was
documented by the number of student discipline
referrals and data gathered from student surveys.

Examination of probable cause data revealed that
students experience a lack of community identity,
minimal support or guidance from adults, and poor
social skills.   School records disclosed a number of
single parent families, a high mobility rate,
attendance and truancy concerns, and a significant
number of students who attend school outside their
neighborhoods.

Solution strategies suggested by knowledgeable others,
in combination with an analysis of the data collected,
resulted in the selection of an intervention that
consisted of four elements: community building within
the classroom, enhancing peer relationships between
same-age classrooms, developing positive cross-age
relationships, and participating in cross-age community
service-learning projects.

Through the implementation of these strategies the
incidence of negative classroom behavior was reduced
and a sense of community identity was achieved.   An
unintended side-effect involved an increase in student
self-esteem.   A trust in adults, by students, was also
established at both sites.

ii

Acknowledgments

We express our thanks to those of our friends and family who have shown us their encouragement and support throughout this endeavor.

iii

6

Chapter 1

STATEMENT OF PROBLEM AND DESCRIPTION OF CONTEXT

General Statement of Problem

The eighth grade middle school students and the
self-contained fifth and sixth grade students at the
targeted schools exhibit inappropriate behavior as
measured by student surveys, colleague observations,
and the number of discipline referrals.

The Middle School Setting

The targeted middle school located in Rockford,
Illinois, was constructed in 1954 on 29.79 acres. It
is situated in a neighborhood mainly comprised of
medium priced homes. The area was originally developed
for housing in the early to mid-1950's. The area has
remained quite stable over the past 40 years, and as a
result, the neighborhood has been very well maintained.

The school is a two-story brick structure with a
14-room, single-story exploratory/elective wing and a
single-story physical education wing. The
exploratory/elective wing includes a new $114,000

technology center, financially supported by local
business and industry, a 16-station computer room, a
1120-seat auditorium, and a 218-seat theater. The
physical education facilities house an 84-foot by
103-foot gymnasium and a 63-foot by 93-foot swimming
pool. The balance of the faculty is made up of 28
core-curriculum classrooms, five exploratory/elective
classrooms, five special education classrooms, a
120-foot by 24-foot, eight-room administration and
counseling center, and a 39-foot by 69-foot learning
center, which contains 9,000 volumes and receives 29
periodicals.

The administrative staff consists of a building
principal and an assistant principal. The certified
support staff includes four guidance counselors, a math
curriculum developer, an English curriculum developer,
a school nurse, a part-time social worker, a part-time
psychologist, and a librarian. Three clerical
employees, 12 food service personnel, one building
engineer, four custodians, and nine aides comprise the
non-certified support staff.

The teaching staff of 61 includes seven special
education teachers. The staff is predominately
Caucasian, with only three being of African-American
descent. The average number of years of teaching
experience is 13.6; 65 percent of the staff hold

Master's Degrees.

This middle school accommodates 996 seventh and eighth grade students. Ninety-eight percent of the students ride school district buses to school each day. Twenty-two students attend self-contained behavior disorder classes, 24 attend self-contained learning disabled classes, and 950 participate in heterogeneous core teams following the recommendations of the Rockford School District Middle School Concept Committee. The average class size is 18.4 students. The racial-ethnic breakdown of the students is as follows: 71.2 percent Caucasian, 19.4 percent African American, 8.0 percent Hispanic, 1.1 percent Asian/Pacific Islander, 0.3 percent native American. One percent of the students are eligible for bilingual education. These statistics reveal a slightly higher percentage of Caucasian students than the percentage reported for the Rockford School District as a whole, at 67.4 percent.

More than one-fourth of the students at this middle school come from families that are considered low-income and are eligible to receive free or reduced-price lunches.

Of the total enrollment, 19.1 percent enroll in, or withdraw from, the school throughout the school year. This is lower than the average for the entire

district, at 22.4 percent. The chronic truancy rate of
15.2 percent far exceeds the district average of 8.6
percent and the Illinois average of ?.2 percent.

According to the Illinois Goal Assessment Program,
approximately one-third of the eighth grade students at
this middle school are not meeting the State Board of
Education performance standards for reading, writing,
and mathematics.

The administration and staff are actively
attempting to improve academic achievement through a
variety of support groups and special after-school
programs. Parent/Teacher Partnership activities have
also been planned to attract greater participation by
minority parents.

The Elementary School Setting

The targeted elementary school in Rockford,
Illinois, was constructed in 1966 on 11.4 acres. The
Rockford Park District owns and maintains seven acres,
which are utilized as a playground by the elementary
school students. The original two-story brick
structure consisted of 12 classrooms, a multi-purpose
room (which presently serves as a teacher workroom),
and an office complex.

The original office complex, which incorporated a

front office/reception area, an administrator's office,
and a nurse's room, was remodeled in 1992 to allow the
office staff to view visitors entering the building.
This complex now consists of the secretary's office, a
conference room, a nurse's room, an administrator's
office, and a receiving office.

In 1969 a one-story brick addition was completed.
This addition included four classrooms, a library
(which presently serves as a community room), a
kitchen, a locker room and a gymnasium, which also
functions as a lunchroom on a daily basis.

Due to an increase in neighborhood population,
another addition was needed in 1974. An annex with an
open-pod configuration housing eight classrooms was
added. These classrooms open to a centralized learning
center, a teacher workroom, and two audio-visual rooms.
The library, currently containing 10,500 volumes, was
moved to the newly constructed learning center.

The administration staff consists of one building
principal. The certified support staff includes a
full-time resource learning disability/behavior
disorder teacher and the following part-time certified
staff: psychologist, social worker, nurse, speech and
language pathologist, home-school counselor, hearing
impaired itinerant, vision impaired itinerant, library
consultant, occupational/physical therapy itinerant,

and English-as-a-second-language itinerant. Three clerical paraprofessionals, four lunchtime aides, three food service personnel, one building engineer, one custodian, and seven instructional paraprofessionals make up the non-certified support staff.

The teaching staff of 23 includes one art teacher, one music teacher, one part-time physical education instructor, three special education teachers, and 17 regular education teachers. There are currently two minority staff members at this elementary school. The average number of years of teaching experience is 15.9 years; 69 percent of the staff hold Masters Degrees.

The elementary school accommodates 498 students attending kindergarten through sixth grades and self-contained learning disability programs. Three hundred forty-five students ride school district busses, 39 ride in privately contracted mini-vans, and 114 walk or are brought by parents. Forty students attend three self-contained learning disabled classes. The remaining regular education student body participates in three half-day kindergartens, as well as two classes each of first, second, fourth, fifth, and sixth grades. There are also two primary rooms, which are made up of first and second grade students, and three third grades. The average class size of the regular education classrooms is 25.1 students, while

the average class size of the self-contained learning
disability classrooms is 14.3.

The racial-ethnic breakdown of the students is as
follows: 78.9 percent Caucasian, 13.1 African
American, 4.8 percent Hispanic, 2.6 percent
Asian/Pacific Islander, and 0.6 percent Native
American. One and four-tenths percent qualify for
bilingual education services. These statistics reveal
a slightly higher percentage of Caucasian students than
the percent reported for the Rockford School District
as a whole, at 67.4 percent. More than one-fourth of
the students qualify for free or reduced-price lunch
based on a variety of factors. Of the total
enrollment, 19 percent enroll in, or withdraw from, the
school throughout the school year. This mobility rate
and the chronic truancy rate of 3.1 percent are both
below district averages of 22.4 percent and 8.6 percent
respectively.

The Surrounding Community

Rockford School District 205 is located in an
urban community along the Rock River in north-central
Illinois. The city covers a 50 square mile area within
an 803 square mile metro area, which includes Winnebago
and Boone counties. Rockford's population of 140,003

has increased by two-tenths of a percent over the past decade, while the metro area has increased by 1.6 percent. New growth in Rockford is predominately along the city's outskirts to the north and east, as well as near the I-90 Tollway, which accommodates commuters to Chicago. Chicago is located 75 miles southeast of Rockford.

Rockford is a manufacturing community with high employment concentrations in machining, metal working, and transportation equipment industries. The Rockford area's economy has approximately 948 manufacturing establishments including Amerock Corporation, Ingersol Milling Machine, Sundstrand Corporation, Woodward Governor Company, Camcar Textron, and Chrysler Corporation. According to the Illinois Department of Employment Security in 1993, the area job distribution was as follows:

Manufacturing	–	30%
Services	–	26%
Retail Trades	–	17%
Government	–	10%
Wholesale Trades	–	5%
Other	–	12%

This is a direct reflection upon the socio-economic status of the area. In 1990, there were 107,677 households with a per capita buying income of $14,109

and a median household income of $28,282. This puts
Rockford below the state median of $32,252 and below
the United States median of $30,056. The civilian
labor force consisted of 161,110 with 9.4 percent
unemployed.

Rockford is host to a wide array of community
resources including 13 major shopping centers, four
hospitals, 165 parks, 241 churches/synagogues, and 12
financial institutions. The city has 45 public school
facilities, as well as a variety of early/continuing
education programs. Families may also opt for a
private or parochial education for the children based
in 26 elementary and ten senior high buildings.
Rockford College, Rockford Business College, Rock
Valley Junior College, and St. Anthony's College of
Nursing give community members an opportunity for an
advanced education, as do the four branches of the
University of Illinois within the city limits.

On February 18, 1994, District 205 was found
guilty of intentional discrimination against African
American and Hispanic students by United States Judge
Stanley J. Roszkowski. This verdict was the result of
a lawsuit filed in 1989 by a group called "People Who
Care," who claimed that the district had discriminated
against minorities for decades. The lawsuit was
provoked by the district's plan to save $7-million by

closing eleven schools. Eight of those schools were
predominately attended by minority students. The
concerned citizen's group cited major deficiencies in
various aspects of the public school system, including
the lack of minorities in gifted programs, the teaching
force, and administration. Educational equipment and
teaching materials were severely lacking in those
schools. Minority test scores were low. One thousand
minority pupils were force-bussed to schools outside
their neighborhoods.

The Rockford School District has instituted many
improvements outlined in the 1991 Second Interim Order
(Nikolai, 1994). Among these court ordered remedies
are alternative and magnet school settings, where
population and programs must be racially balanced, the
elimination, where possible, of racially identifiable
groups within academic and extra-curricular activities,
and school boundary changes.

Black and Hispanic families have the opportunity
to select from a list of 14 schools, which have been
identified as having minority populations below the
acceptable minority/majority ratio.

A loss of school identity and a lack of acceptance
were felt by many of the students who were relocated.
Students, teachers, and administrators have been faced

with alleviating student frustrations, resolving peer
conflicts, and remediating behaviors inappropriate to
the school setting.

Regional and National Context of Problem

The American 10- to 15-year-old youth faces a
variety of dramatic biological, cognitive, and
psychosocial changes. Unlike their parents or
grandparents, young adolescents today are more
vulnerable to destructive behaviors, educational
failure, drug and alcohol abuse, violence, school-age
pregnancy, and exposure to sexually transmitted
diseases. For most students, this period can lead to
both positive and negative behaviors (Lewis, 1991).
Parents and students agree that one of the major
problems for schools in the United States is student
misbehavior. In addition, students feel that if the
schools give students recognition, then the youths will
not need to prove their worth to the community through
negative behavior (Goodlad, 1984).

The changes of early adolescence are often
accompanied by the move from a small neighborhood
elementary school to a larger, less personal, middle
school. More than 88 percent of the public school
students in the United States enter a new school when

they begin the middle grades. This transition brings
many changes in the school environment (MacIver, 1990).
Social scientists have expressed considerable concern
about the potential negative effects of school
transitions on young adolescents.

Although transition to a school that has a more
appropriate environment may have a positive effect
on students, there is clearly a risk that these
simultaneous adaptational challenges will
overwhelm the coping skills of some students and
have pathogenic effects on their psychological
adjustment, self-esteem, and motivation to learn
(MacIver, 1990, p. 460).

For middle level students the most important
aspect of school is having friends. Because group
membership is a strong social need, students go to
great lengths to acquire it (Campbell, 1992). A lack
of acceptance can lead to socially destructive aims.
As a result, children between the ages of ten and 15
are prime targets for gang recruitment. Pre-gang
behavior may begin at the elementary school age, and
become a part of daily life by middle school
(Cooperative Extension Service, 1994). According to an
article published in the September, 1988, Juvenile
Justice Bulletin, increased competition for lucrative
illegal drug trade has brought gang activity into

schools in suburban areas and small to mid-sized cities across the United States. Joining a gang can, in itself, be a boost to adolescent self-esteem, unless youth change how they think and what they believe about violence (Steinberg, 1991).

A Senate Judiciary Committee report names the United States as the most violent and self-destructive nation in the industrialized world (Steinberg, 1991). "Educators have always been quick to point out that schools mirrored the society around them, for better or for worse, but few anticipated that America's violence would be reflected within the classrooms" (Casserly, Bass, & Garrett, 1982, p. 1). School administrators in American schools can not agree on what to do about the violence within school buildings beyond ensuring the safety of the students (Steinberg, 1991). The most devastating effect of violence, in students' lives, is that it reduces and distorts their ability to participate in the benefits that school can provide (Friedlander, 1993).

The need for changes in schools, which affect the lives of middle level students, was addressed by the Carnegie Corporation in 1986, when the Carnegie Council on Adolescent Development was established. In 1989, the Council's Task Force on Education of Young Adolescents presented a report outlining the academic

and social needs of this age group. The Task Force

stressed that by age 15, many American adolescents are

at risk of reaching adulthood without the skills needed

to fulfill the responsibilities to participate in a

multicultural society (Long, 1991). Educators in the

middle grades must provide early adolescents with the

social and emotional support they need to succeed

(MacIver, 1990).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

Evidence of the extent of inappropriate behavior
was documented through a colleague survey, student
discipline referrals, and student surveys.

The targeted students at the middle school and the
elementary school completed two separate instruments to
measure self-esteem, family structure, and community
awareness. The targeted classes also completed a
student survey to assess the extent of negative
behaviors within each building. These instruments were
all group-administered during the first two weeks of
school in 1994.

Teachers at the middle school completed an
anonymous survey that was initiated by a committee of
teachers in the spring of 1992. The same survey was
administered to the staff in the spring of 1994. The
purpose of the survey was to allow teachers an
opportunity to express concerns, frustrations, and
suggestions for solutions for the improvement of
student behavior.

To provide evidence that inappropriate behavior
exists in the school setting, students completed a
survey developed by the researchers. The survey
included a checklist comprised of ten specific
behaviors, and two rankings to determine the behaviors
that students fear and those that necessitate teacher
intervention (Appendix A). Through the checklist,
students were asked to indicate the frequency at which
each behavior occurs (Table 1). The data for the pie
charts in Figures 1 and 2 were determined by
prioritizing the top three behaviors in each
behavior-ranking section of the survey.

Due to similarities in student responses, the
findings reported in Table 1 and Figures 1 and 2
represent a combination of the data of both targeted
schools. After an analysis of the survey results, the
researchers were able to conclude that students
perceive that inappropriate behaviors occur frequently
at both sites.

The data presented in Table 1 indicate that a
majority of the students feel that all listed
behaviors, except stealing and damage to property,
occur either often or on a daily basis. Swearing,
pushing and shoving, class disruptions, and yelling and
screaming were observed most often in the school
setting by over 75 percent of the students polled.

Table 1

Behaviors Students Observe at School
Percent of Students Responding in Each Category
August 1994

Behaviors	Never	Seldom	Often	Daily
Fighting	1.5	48.0	45.3	5.1
Swearing	0.3	5.9	20.9	72.8
Pushing and Shoving	0.8	16.9	44.9	37.4
Saying Threatening Things	7.5	38.5	34.3	19.3
Disrespecting Teachers	7.1	34.3	37.4	20.1
Gang Symbols or Signs	15.0	35.0	26.8	22.8
Stealing	30.7	50.3	17.7	0.8
Yelling and Screaming	3.9	18.9	26.8	50.4
Damage to property	16.5	46.1	28.0	8.7
Class Disruptions	0.4	17.7	37.4	44.1

N = 156

Figures 1 and 2 indicate fighting as the behavior
that creates the most fear among students and is also
perceived as requiring most of the teachers' time. No
other behavior included in the figures duplicates these
data. Threatening comments and gang symbols or signs
(Figure 1) were ranked as most fearful behaviors by
more than one-sixth of the students. Students did not
rank these behaviors as a high priority in requiring
teacher time (Figure 2). Over one-sixth of the
students surveyed perceive class disruptions and
disrespect of teachers as time consuming for teachers.

Which makes you feel most afraid?

Yelling and Screaming (4.0%)
Gang Symbols or Signs (15.0%)
Fighting (24.0%)
Disrespecting Teachers (2.0%)
Swearing (2.0%)
Pushing and Shoving (11.0%)
Stealing (13.0%)
Threatening Comments (19.0%)
Class Disruptions (5.0%)
Damage to property (5.0%)
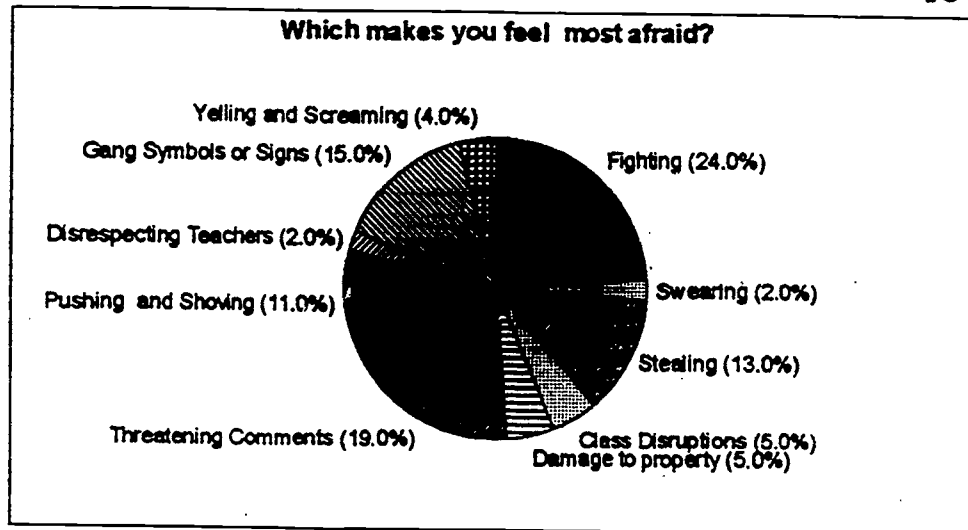
Percentages represent the three most frequent student responses.

Figure 1

Percentages of Students Responding to Selected Behaviors Students Fear Most
August 1994

Which takes up most teachers' time?

Threatening Comments (5.1%)
Yelling and Screaming (11.2%)
Fighting (22.5%)
Gang Symbols or Signs (4.2%)
Swearing (6.0%)
Disrespecting Teachers (17.0%
Stealing (4.4%)
Pushing and Shoving (5.0%)
Damage to Property (4.0%)
Class Disruptions (20.6%)
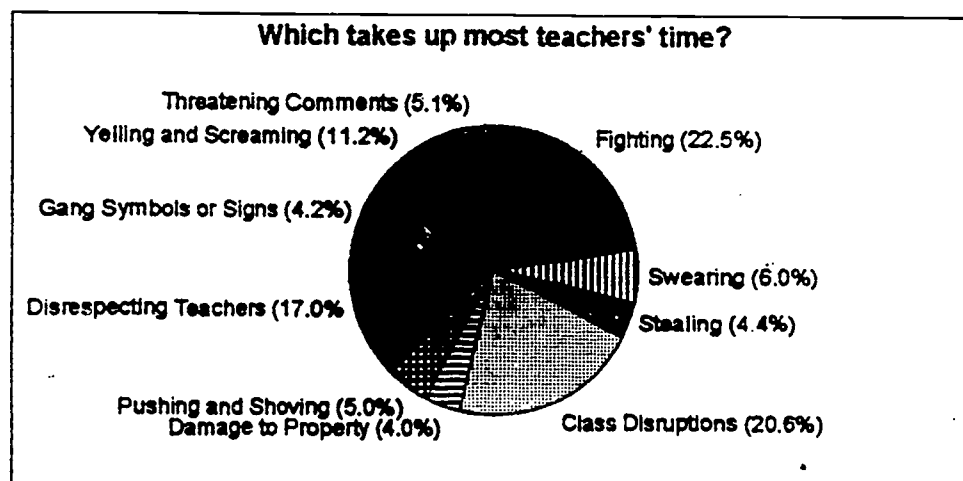
Percentages represent the three most frequent student responses

Figure 2

Percentages of Students Responding to selected Behaviors that
Consume Most of the Teachers' Time
August 1994

The teacher surveys (Appendix B) completed in 1992
and 1994 included questions pertaining to the negative
and positive aspects of the physical plant and staff of
the middle school. When the information from the
surveys was compiled in 1992, an analysis was prepared
that summarized and interpreted the numerical and
narrative data. A question on the survey asked
teachers to rank the top four items that "cause you
[the teacher] the most concern/frustration." According
to the analysis, "more than eighty-five percent (86.7%;
N=52) of the respondents cite student behavior"
(Rogers, 1992, p. 2) among the top four concerns.
Two-thirds of the teachers cite student behavior as the
first or second concern, with more than half ranking
student behavior as the number one concern or
frustration (Rogers, 1992).

A section of the colleague survey required the
ranking of ten student behaviors that are inappropriate
to the school setting. Table 2 reflects the results of
only that section of the survey. There are several
similarities between the 1992 responses and the 1994
responses. Rogers stated that in 1992, "More than
eighty percent cite inappropriate behavior in the
hallways as highly frequent or frequent" (p. 3). This
continues to be true of the 1994 survey. More than
half of the teaching staff in 1992 and in 1994 also

identify talking back, insubordination, disrespect of
peers, and disrespect of authority as highly frequent
or frequent.

Table 2

Behaviors Teachers Observe at School
Percent of Teachers Responding in Each Category

Behaviors	Almost Never Occurs		Occasionally Occurs		Occurs Frequently		Occurs With High Frequency	
	1992	1994	1992	1994	1992	1994	1992	1994
Talking Back	6.7	6.7	20.0	26.7	31.7	24.4	38.3	40.0
Tardies	3.3	2.2	41.7	33.3	38.3	44.4	11.7	15.6
Insubordination	1.7	4.4	30.0	33.3	36.7	35.6	25.0	24.4
Disrespect of Authority	6.7	15.6	25.0	24.4	40.0	35.6	26.7	22.2
Disrespect of Peers	3.3	0.0	21.7	20.0	40.0	33.3	31.7	40.0
Lack/Absence of Motivation	0.0	0.0	10.0	17.8	65.0	53.3	23.3	24.4
Inappropriate Hallway Behavior	0.0	0.0	15.0	13.3	38.3	35.6	43.3	48.9
Basic Supplies Missing	10.0	6.7	28.3	17.8	43.3	33.3	20.0	33.3
Spitting	35.0	44.4	33.3	40.0	16.7	6.7	3.3	2.2
Student Attire	23.3	11.1	50.0	40.0	15.0	24.4	1.7	8.9

1992 N=61   1994 N=45

Combining the information from Tables 1 and 2, it
is evident that teachers and students agree that
inappropriate behaviors occur in the school setting.
Teachers rank inappropriate hallway behavior as most
frequently observed, (Table 2) while students rate
swearing, pushing and shoving, and yelling and
screaming, all behaviors that the researchers have
observed in school hallways, among the top four most

frequent behaviors (Table 1). Disrespecting teachers
is observed frequently by more than 50 percent of the
students. This parallels the data with regard to the
disrespect of authority found in Table 2, where 76.7
percent of the teachers in 1992 and 57.8 percent of the
teachers in 1994 identify this behavior as frequent or
highly frequent.

Information was collected from student behavior
referrals that were written and recorded during middle
school for students in the targeted eighth grade
classrooms. A total of 153 referrals have been filed
on the 51, targeted eighth grade students. Fourteen
referrals have been collected on the 11 fifth and sixth
grade students. Table 3 shows the distribution of the
discipline referrals consistent with the behaviors in
Table 1.

Data from the discipline referrals, Table 3,
indicate that students in the target group at the
elementary school have been cited for fighting on 43
percent of the discipline referrals written for this
group. This would seem to support the idea that
students at the elementary school exhibit more
aggressive behavior than the eighth graders at the
middle school, where fighting only represents 14
percent of the total referrals written. The
researchers note that the targeted elementary school

class is comprised of special education students who
are receiving education programs that include goals and
objectives addressing behavior and social skills.

Table 3

Categories of Discipline Referrals
Percent of Total Referrals Recorded for
Targeted Students

Behaviors	Middle School	Elementary School
Fighting	14	43
Swearing	4	14
Pushing and Shoving	1	0
Saying Threatening Things	2	7
Disrespecting Teachers	24	7
Gang Symbols or Signs	5	0
Stealing	0	7
Yelling and Screaming	2	0
Damage to Property	0	0
Class Disruptions	8	0
Other	40	22

Middle School, N = 153   Elementary School, N = 14

The category among eighth graders which drew the
highest percentage of referrals, 40 percent, was the
category titled "Other."   Behaviors that were included
in this category were smoking, truancies, and tardies.
At the elementary school, where only 22 percent of the
total number of referrals were in the "Other" category,
representing three referrals, one of these was for
teacher assault.

Approximately one-fourth (24 percent) of the

eighth grade referrals report disrespecting teachers as
a main concern, while the same category represents only
seven percent of the referrals for elementary students.

Probable Causes of Problem

Middle school students are facing more serious
personal, social, and emotional problems than ever
before (Stewart, 1993). According to the National
Longitudinal Study of 1988, 47 percent of eighth grade
students experience one or more of the following risk
factors: a single-parent home, low family income,
being home alone for more than four hours a day,
parents who have not received a high school diploma,
siblings who have dropped out of school, a family with
limited English proficiency. Some of the deficits
observed in social and behavioral areas may be
partially due to such inadequacies in the home
environment (Toro, Weissberg, Liebenstein, 1990;
Lickona, 1991; O'Neil, 1991).

The family structure has undergone significant
changes over the last 30 years (Thornburg, Hoffman,
Remeika, 1991). The amount of time parents spend with
their children has been greatly diminished by a rapid
shift of mothers into the work force, escalating
divorce rates, and the abandonment of children by their

fathers (Hewlett, 1991). As a result, more children
must care for themselves after school (O'Neil, 1991).
"Middle school educators are drawing a link between the
pressures and losses associated with the change in
family structure and the risk-taking behavior of more
and more youth" (Mack, 1992, p. 57). Among the major
concerns of middle school teachers are latchkey or
unsupervised children and neglectful parents (Mack,
1992). In addition, teachers see the fractured family
as the number one cause for dysfunctional students
(Mack, 1992).

Teachers and principals witness the pain in the
lives of children who are raised in fractured families.
Gula, elementary school principal in Scotia, New York,
stated that most behavior problems can be traced to
home situations (Lickona, 1991). Latchkey kids are at
increased risk of substance abuse, and fatherless
children are less likely to perform well at school
(Hewlett, 1991). In a study completed by Wentzel
(1993), prosocial and academic behavior were found to
be related positively to each other, as well as to
family structure.

Children from single-parent homes or step-families
are two to three times more likely to have emotional or
behavioral problems tnan those who live with both
biological parents (Cohen, 1993; Lickona, 1993). In

Dan Quayle Was Right, Whitehead stated:

> Across the nation, principals report a dramatic
> rise in the aggressive acting-out behavior
> characteristic of children, especially boys, who
> are living in single-parent families. Moreover,
> teachers find that many children are so upset and
> preoccupied by the explosive drama of their own
> family lives that they are unable to concentrate
> on such mundane matters as multiplication tables
> (as quoted by Lickona, 1993, p. 8).

Negative, aggressive student-behavior is highly
detrimental to the classroom. As a result, teachers
spend a great deal of time teaching students how to
behave appropriately (Wentzel, 1993). "Children's
disrespectful behavior at school all too often reflects
the mis-education, neglect, or outright abuse they have
received at home" (Lickona, 1991, p. 109). Some
students with disciplinary problems and low
self-concepts receive no guidance from their families
(Thornburg et al., 1991; Trusty & Dooley-Dickey, 1993).
O'Neil (1991) cites a poll of sixth through twelfth
graders that indicated that one in five of the students
polled had not had a ten minute conversation with a
parent during the previous month.

It is not just parents who are providing less
guidance for teens. Adults in the extended family and

in the neighborhood no longer share in the education or
social development of the child (O'Neil, 1991). The
rules, values, and role models previously provided by
noncustodial adults have been lost with the
disappearnace of close-knit neighborhoods (O'Neil,
1991). "It is generally accepted that during the next
decade school personnel will be confronted with
increasing numbers of students who come to school
lacking important home support for their personal and
learning needs" (Jones, 1991, p. 576).

As stated previously in this chapter, one of the
probable causes for disruptive behavior is the
students' attitude that there is no strong bond with
the school community and many students experience an
alienation toward school. Ruff (1993) notes that
students who encounter social and academic problems in
school, experience frustration and failure and become
alienated from their school community. This alienation
often develops into a pattern of absenteeism and
discipline issues that exacerbate their academic and
behavioral problems. This cycle develops into a
vicious circle. Ruff (1993) quoting Phlegar points out
the importance of "helping students feel connected to
school and teachers" (p. 11).

What causes this feeling of school alienation? A

search of the professional literature sheds some light
on the subject. Ruff (1993) describes at-risk students
as having multiple characteristics, including poor
attendance and poor behavior. He goes on to say that
these characteristics can be associated with emotional
stresses and/or problems at home. These distractions
make it difficult for the student to concentrate on
classroom tasks. The student then begins to experience
feelings of inadequacy and a sense of failure. Curwin
(1993) is in agreement when he states that the at-risk
student is continually confronted with failure and as a
result experiences feelings of worthlessness. Ruff
continues by stating that embarassment and
disappointment lead the student to become alienated
from school. Alienation from school and lack of school
success may provoke the student to express his
frustration and anger through unacceptable, disorderly
conduct (Schine, Bianco, and Seltz, 1992).

On an even more serious note, one need only look
at alarming statistics concerning teen violence today.
Kressly (1994) points out that there are predictors of
violence that educators can observe and on which they
should focus. Among these predictors are: low
self-esteem, uncaring behavior, family abuse,
alienation from or lack of connection to school,

suicide attempts, and depression. The results of a
study conducted by the National Crime Analysis Project
at Northeastern University produced the startling
statistic that the number of 13- and 14-year-old boys
arrested for murder has jumped 140 percent since 1985
(Stewart, 1993). O'Neil (1991) states that violence
takes a daily toll in some neighborhoods. A death by
violence (accident, murder, or suicide) for a teen
increased 12 percent in the period from 1984-1988.
Benson (1993) cites that of the eighth graders surveyed
in 1990-91, by the Non-Cognitive Assessment Surveys, 33
percent of the girls and 26 percent of the boys had
thought about suicide, while 13 percent of those
surveyed had actually attempted suicide. O'Neil goes
on to say that although schools are seen as a safe
place for children, violent crimes committed at school
reached 415,000 in 1987 and an estimated 135,000
students bring a gun to school every day. The problem
of increased violence among our young people seems to
be a trait of United States adolescents more than any
other country of the world. "The U. S. homicide rate
for 15- to 24-year-old males is 7 times higher than
Canada's and 40 times higher than Japan's" (Lickona,
1993, p. 9).

The degree to which these compelling causative

data also described the targeted schools was
ascertained through the use of a student survey
(Appendix C). Information gathered from the survey
confirmed that less than half (44.6 percent) of the
students surveyed live with both parents.

Five questions that the students were asked were
designed to determine the extent of adult contact or
support each student experiences. Three of these
questions involved family contact. Slightly more than
half (51.8 percent) of the respondents arrive home
after school to find an adult at home. Thirty-five and
seven-tenths percent felt that it had been more than a
week since the child and a parent had engaged in a ten
minute conversation. More than one-third (35.7
percent) rarely or never eat dinner with everyone who
lives in the home. In contrast, three-fourths of the
students know three or more adults who live on the same
street that the student lives. Another location that a
child has adult contact is at school. When asked if
there is an adult in school that the student trusts,
66.1 percent responded affirmatively.

Knowing other adults in the neighborhood can give
a child a sense of security, but the age of the child
may also influence this perception. Fifty-four percent
of the fifth and sixth grade students stated that they

felt safe outside after dark while 86.7 percent of the
eighth graders said the same.

The data revealed a strong discrepancy in the
responses of the two age groups with regard to feeling
a sense of pride in the school that the student
attends. The younger group revealed a strong sense of
pride with 82 percent of the group responding
positively, while only 51.1 percent of the eighth
graders responded similarly.

To document the self esteem of the targeted
population a Self-Esteem Inventory (Appendix D) was
completed by the target groups. Each statement was
read aloud and an explanation of the statement was
provided by the teacher, if needed. The students were
asked to respond to each statement in a yes/no format.

These data, recorded in Table 4, indicate that 91
percent of the heterogeneous group of eighth graders
have specific goals, while only 56 percent of the
self-contained learning disabled fifth and sixth grade
students have formulated specific goals. More than
three-fourths of the older targeted group enjoy doing
their own thinking and making decisions. Slightly over
half of the younger group indicated those same
emotions.

Table 4

Percentages of Students Responding to
Self Esteem Inventory
August 1994

	5th-6th grade Yes / No	8th grade Yes / No
I have specific goals that I want to achieve.	56/44	91/09
I enjoy doing things for myself without encouragement.	22/78	64/36
I feel free to express my true emotions.	33/67	42/58
I enjoy doing my own thinking and making my own decisions.	56/44	84/16
I can admit to mistakes or defeats without feeling put down.	78/32	64/36
I can take differences of opinion without feeling uncomfortable.	44/56	67/33
I can accept a gift or compliment without fumbling around and feeling I have to explain or give something in return.	67/23	62/38
I can laugh at myself without feeling degraded.	78/22	69/31
I feel free to express my opinions and convictions even when they differ from my peers.	56/44	51/49
I can be alone and not feel isolated.	89/11	60/40
I can let others be right or wrong without feeling I have to correct them.	11/89	60/40
I can appreciate and enjoy the achievements of others.	44/56	82/18
I can tell a story about myself without tending to brag or build myself up.	44/56	80/20
It is important to me that I please other people.	67/33	47/53
I welcome new challenges and face them with confidence.	78/22	69/31
I take responsibility for my own actions without blaming the circumstances or others.	22/78	69/31
I make friends easily and naturally.	89/11	62/38
I tend to trust other people.	78/12	60/40
I can identify several strengths that I have.	56/44	60/40
It doesn't bother me to ask questions or to ask for assistance when I need help.	67/33	73/27
I tend not to worry about what the future holds.	56/44	64/36

More than 75 percent of the eighth graders said it
was possible to appreciate and enjoy others'
achievements and to tell a story about themselves and
not brag. Fewer students in the younger group (44
percent) agreed. Both the ability to make friends
easily and to be alone and not feel isolated were true
for 89 percent of the younger students. By contrast,
only 60 percent and 62 percent, respectively, of the
older students felt this to be true.

A closer similarity in the two groups, 42 percent
for eighth graders and 33 percent for the fifth and
sixth graders, can be seen in the responses to feeling
free to express true emotions. Pleasing other people
was more important to the elementary students than it
was to the middle school students.

In summary, the underlying causes for student
disruptive behavior, gleaned from the literature and
based on data gathered from the site, include:

1. Fractured families

2. Lack of identity with the community

3. Low self-esteem

4. Lack of adult supervision and support

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

The family and surrounding community are
undergoing significant changes that deprive some
children of adult support. Because of this
disintegration, the schools are being asked to assume a
"prominent role in alleviating the social and family
problems that have a direct bearing on children's
ability to learn" (O'Neil, 1991, p. 9). Schools,
therefore, must become caring and moral communities
that help children focus on their work, control their
anger, feel cared about, and exhibit responsibility
(Lickona, 1993).

The middle school student is open to new
experiences and eager to develop interests, skills, and
values (Schine, 1989). While adolescents are anxious
to explore the community, they often encounter an
environment less supportive than the elementary school
classroom (Ruff, 1993). Bergman's study, as cited by
Ruff, reviewed the attitudes of 220 middle school
students and found that these students valued an

education and wanted to succeed in school, yet they felt that their needs were neither identified nor met. Searles (1992) indicates that the key developmental needs of the young adolescent include:

1) Positive social involvement with peers and adults:

Belonging to a peer group is desperately important to young adolescents; therefore, they need opportunities to develop solid peer relationships. In addition, they require positive relationships with adults who respect and enjoy them.

2) Structure and defined limits:

Adolescents often feel invincible to risks so it is important that they be given clear and specific limits. They should also be involved in the decision-making process regarding those limits.

3) Creative expression:

Early teens need opportunities to express their ideas in various creative manners.

4) Achievement and competence:

Young people who are self-conscious and self-critical, need opportunities to be recognized by others when they have completed a task successfully.

5) Significant participation in schools and
   communities:
   Young adolescents need to be exposed to varied
   situations in which they can use their
   abilities to help solve real life dilemmas and
   develop ethical values.

6) Opportunities to reflect:
   The need for reflection on their goals,
   actions, and the reactions of others helps to
   develop a young teen's self image.

Lickona (1993) addresses these needs through the
implementation of what he refers to as character
education. In this comprehensive program, the teacher
should include the following: act as a caregiver,
model and mentor, create a moral community, use
cooperative learning, encourage moral reflection,
foster caring beyond the classroom, and create a moral
culture in school. Educators realize that the most
effective way to keep students focused and prevent
behavioral problems in high school, is to discuss
student problems and concerns at the elementary and
middle school levels (Ruff, 1993). Students who seem
frustrated and defeated, are usually inclined to accept
sincere support and guidance from teachers (Ruff, 1993;
Stewart, 1993). If the teacher makes a systematic and
ongoing effort to build a classroom community around

respect and kindness, and the students actively share
in the responsibility, a strong class spirit develops
and behavior problems are fewer (Lickona, 1991).

Cross-age programs present an opportunity for
children to grow, through serving others and aiding the
students in developing a positive, school-wide moral
community (Lickona, 1991). Curwin (1993, p. 36)
expresses the following:

> When we help at-risk students instead of reversing
> the roles and allow them to help others, we
> unintentionally send them a message of
> inferiority. Students will feel good about
> themselves and develop a sense of pride if they
> see themselves as being genuinely useful.

Rosenthal (1994) reported on a Sonoma County,
California project, in which high school students were
paired with fourth grade students for the purpose of
teaching science. Rosenthal found that both groups
benefited from the pairing. The high school students,
though apprehensive at first, met high expectations
when given full responsibility. They did not want to
disappoint their fourth grade buddies. The fourth
graders considered their high school buddies as
teachers and as friends for whom they wanted to do
their very best. This project demonstrated that
cross-age programs provide an opportunity for

42

responsibility to develop and students to care about others. Students see that what they do makes a difference and they experience a sense of accomplishment that is generated from a real life situation. Lickona (1991) points out that students respect, affirm, and care about each other when they are given a chance to know something about each other.

Realizing a sense of control and accomplishment can also be experienced through the setting of goals. Goal setting can help young adolescents develop responsibility, achieve academically, and become motivated. Young adolescent students, whose self-worth has deteriorated, are unable to believe they can change their personal situation. Students need to have proof that efforts will pay off. Goal setting can help students avoid failure, rather than accept failure (Martino, 1993).

Atman and Hanna as cited by Martino (1993) identified steps in which successful students set goals. These steps include recognizing the problem, setting a goal, visualizing ways to achieve the goal, organizing, beginning without delay, concluding the activity, and fitting the accomplishment into a long range plan or sense of purpose. Martino (1993) citing Gaa states that students who set goals and predict outcomes attain more than those students who do not.

Galbraith as quoted by Martino (1993, p. 19) states:

> When young adolescent students are unsure or
> afraid of where they are going or being, the
> safest bet is to go nowhere, the surest thing to
> do is to do nothing. Their long term goals either
> don't exist, are illogical or romanticized.

According to Schine (1989) young adolescents who
devote their time to helping others realize numerous
benefits. The immediate benefits are an expanded
horizon and a heightened sense of usefulness. They are
better able to define their goals and values and are
able to develop a basis for sound decision making and
problem solving skills.

Decision-making and problem-solving skills are
important in developing socially responsible behavior.
While many children learn appropriate social behavior
without direct instruction, social skills can be
increased for all students through direct instruction
(Vaughn, 1985).

O'Neil (1991) cites the remarks of Ianne, who
believes that the American school may be the last hope
for teaching children the values and societal rules
that may or may not be taught at home. Lickona (1993)
believes that educators are rediscovering a
responsibility as adult role models. He states that
teachers must promote a basic shared morality by

teaching the young such values as respect, fairness,
responsibility, trustworthiness, caring, and civic
virtue. If classrooms lack an environment of caring
and respect for students, there is a risk of graduating
future citizens without a sense of the common good,
without respect for others and the environment, and
without tolerance or responsibility (Williams, 1993).
It would follow that educators promote the development
of socially responsible behavior at school, since such
behavior often has the additional benefit of improving
academic performance (Wentzel, 1993).

Sullivan, cited in Educating At-Risk Youth (1991,
p. 3), proposes:

> We must convey to city youth that the 'quality of
> their mind, the integrity of their soul, and the
> determination of their will' will determine their
> futures. We must emphasize character and the
> foregoing of short term gratification for long
> term accomplishment. We must help youth build a
> vision of the future in which they are viewed as
> solutions, not problems.

Project Outcomes and Solution Components

An analysis of the data presented in Chapter 2,
colleague survey, student survey, and disciplinary

referrals, suggested a need for improving student behavior in the school setting. Probable cause data described in Chapter 2 and possible solution strategies, proposed in the review of the literature, indicate the necessity for implementing a program to help the targeted population develop appropriate relationships. The first terminal objective stated:

As a result of a cross-aged program to establish helping relationships between the targeted eighth grade students and the targeted intermediate self-contained elementary students, during the period of September, 1994, to March, 1995, the number of negative behaviors for both groups will decrease, as measured by the number of student discipline referrals.

Subsequent examination of the self-esteem inventory and the student survey revealed a necessity for students to develop community identity and realize self-worth within the community. The second terminal objective stated:

As a result of undertaking community service projects during the period of September, 1994, to March, 1995, the targeted eighth grade students and the targeted intermediate self-contained elementary students will improve their self-esteem and develop a connection to their school and

neighborhood community.

In order to achieve these terminal objectives, descriptive objectives expanded the design of the intervention that would lead to resolution of the problem.

For the time period beginning September, 1994, through March, 1995, at least 45 minutes per week will be devoted to one of the following:

1. By implementing a variety of bonding activities adopted from a cooperative learning model, the students will develop positive peer and student/teacher relationships within each individual targeted classroom as measured by teacher observations, behavior checklists, and a decrease in the number of student discipline referrals.

2. By implementing a variety of bonding activities adopted from a cooperative learning model, the students will develop positive peer and student/teacher relationships across and between the two targeted eighth grade classes at the middle school as measured by teacher observations, behavior checklists, and a decrease in the number of student discipline referrals.

3. By implementing a variety of bonding

activities adopted from a cooperative learning
model, the targeted eighth grade students from
the model school and the fifth and sixth grade
self-contained learning disabled students at
the elementary school will develop positive
cross-age relationships as measured by teacher
observations, behavior checklists, and a
decrease in the number of student discipline
referrals.

4. By participating in community service
learning, the cross-age group of students will
improve self-esteem, develop goal-setting and
decision making skills, and gain an identity
with the surrounding school community as
measured by teacher observations, a
self-esteem survey, and student reflections.

Action Plan for the Intervention

The action plan is designed to address four
primary solution elements: community building within
the classroom, enhancing peer relationships between the
targeted eighth grade classrooms, developing positive
cross-age relationships between the same eighth grade
classrooms and the targeted elementary classroom, and
cross-age community service projects.

As a result of an analysis of the literature and
data collected from student inventories, surveys, and
behavior referrals, the researchers reviewed and
selected a variety of bonding activities in the fall of
1994. These activities will be implemented in each of
the three components of the action plan that address
peer relationships. The purposes of the three
components affecting interpersonal relationships are to
assist in: learning about each other, caring about
each other, and feeling responsibility to the group.

Community service projects will be developed by
students under the direction of a committee of four
teachers. This component was selected for the purpose
of creating an increased awareness of the surrounding
school community. Active involvement on the part of
the student will provide the opportunity for improving
self-esteem and self-worth.

Processing an activity is an integral part of any
cooperative group project. Therefore, upon completion
of any activity, within each of the components of the
action plan, a reflection time will be incorporated
into the total process to allow students to critique,
evaluate, and reflect upon that activity. This
opportunity to reflect on students' goals, actions, and
reactions of others will help to develop the students'
self-image.

I.   Developing a caring community within the
     classroom

     A.   Objective: students will develop positive
          peer relationships

     B.   Teacher-directed bonding activities within
          each targeted classroom include:

          1.   Elementary school activities (Appendix E)

               a.   Create business cards

               b.   Design picture frames

               c.   Participate in "Who am I?" game

               d.   Participate in People Search

               e.   Create thank you cards for support
                    staff

               f.   Locate home on district map

               g.   Photograph individual students and
                    display pictures

          2.   Middle school activities (Appendix E)

               a.   Create business cards

               b.   Design picture frames

               c.   Participate in "Who am I?" game

               d.   Photograph individual students and
                    display pictures

               e.   Locate home on district map

     C.   Time frame

          1.   September, 1994, through March, 1995

    2. Once per week interspersed among the
        other components

    3. 45-minute period

II. Developing a caring community within the school

    A. Objective: students will develop positive
        peer relationships

    B. Teacher-directed bonding activities between
        the two targeted eighth grade classes
        include:

        1. Conduct a People Search

        2. Create a thank you card for support staff

        3. Share photos

        4. Develop a video touring the middle school

        5. Plan for Camp Middle School

    C. Time Frame

        1. September, 1994, through March, 1995

        2. Once per week interspersed among the
            other components

        3. 45-minute period

III. Developing a caring cross-age community

    A. Objective: students will develop positive
        cross-age relationships

    B. Teacher-directed bonding activities between
        the elementary and middle school students
        include:

        1. Write and exchange students' letters

2. Exchange students' photos

3. Go bowling

4. Plan and participate in a video review of shared activities

5. Participate in Camp Middle School

    a. Tour of middle school building

    b. Cafeteria lunch at middle school

    c. Panel discussion

    d. Locker relay

    e. Reflection

C. Time frame

    1. September, 1994, through March, 1995

    2. Once per week interspersed among the other components

    3. 45-minute period

IV. Creating an increased awareness of the surrounding school community

A. Objective: students will have the opportunity to improve self-esteem and self-worth

B. Teacher-directed service learning projects involving the targeted eighth grade and elementary students include:

    1. Participate in roadside cleanup

    2. Decorate neighborhood tree for the holiday season

C. Student-initiated service learning projects
involving the targeted eighth grade and
elementary students will be developed through
the following steps:

1. Students will brainstorm possible ideas

2. Students will use decision making
techniques for final selection of a
project

3. Students will develop goal setting skills

4. Students will plan and organize the
details of the selected project

D. Time frame

1. October, 1994, through March, 1995

2. Interspersed among the other components

Methods of Assessment

Two methods of data collection will be used to
assess the effects of the intervention. Student
behavior will be documented through teacher
observations recorded in a checklist format and the
number of discipline referrals reported. These results
will be compared to the data collected in the fall of
1994.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objectives of this project were to reduce the
incidence of negative classroom behavior and to promote
community identity. The solution chosen to meet these
objectives was comprised of four elements: community
building within the classroom, enhancing peer
relationships between same-age classrooms, developing
positive cross-age relationships, and participating in
cross-age community service projects.

At the elementary and middle school sites, bonding
activities adopted from a cooperative learning model
were used to develop positive peer and student/teacher
relationships within each classroom (Appendix E). Task
groups were formed at the beginning of each lesson and
maintained until completion of that lesson.

Original plans called for at least one 45-minute
lesson per week, during which, one of the four elements
of the solution was to be implemented. The nature of
the elementary classroom permitted time for two
45-minute lessons per week. This allowed the

researchers to engage the students in additional
bonding activities not included in the original plan.
The modified schedule began in September, 1994, and was
maintained throughout the intervention. Time limits
for classroom periods at the middle school site allowed
for only one 45-minute lesson per week to be spent on
bonding activites. These activities were devoted to
each of the four elements of the solution. The
original plans called for five specific bonding
activities within each targeted eighth grade classroom.
In spite of time constraints, seven activities were
actually completed.

To develop a caring community within the middle
school setting, and to provide students an opportunity
to develop positive peer relationships, bonding
activities were implemented between two targeted eighth
grade classes. A total of four such activities were
completed within the designated time frame.

Additional activities were used to develop
positive, cross-age relationships. The researchers
planned and facilitated opportunities for the
elementary and middle school students to interact. The
exchanges included written and direct communications in
the form of letters, photographs, and classroom visits.

The teaching schedules of the middle school
researchers prevented the implementation of the bowling

activity as described in the original plan. An

alternate activity was planned and carried out at the

middle school site. The researchers were not able to

complete, within the time frame of the intervention,

the video review and Camp Middle School events

originally outlined as part of the cross-age

activities. Plans have been made to incorporate these

activities into one culminating experience prior to the

end of the 1994-95 school year.

Students at both the elementary and middle school

sites were involved in cross-age community service

projects for the purpose of creating an increased

awareness of the surrounding school community. Two

service-learning projects were completed during the

1994-95 school year. The first project, decorating

neighborhood trees for the holidays, was

teacher-directed. The second project, an assembly

focusing on preventing gang involvement, was completely

planned, organized, and presented by the targeted

elementary and middle school students.

Samples of lesson plans for bonding activites and

service-learning projects are included in appendix E.

Presentation and Analysis of Results

In order to evaluate the effectiveness of establishing helping relationships and building community identity, student discipline referrals and results from student surveys were compiled.

The information presented in Table 5 was collected from student behavior referrals that were written and recorded for students in the targeted classrooms from September, 1994, through March, 1995. A total of 112 referrals was filed on the 48 eighth grade students. Four referrals were filed for the 12 fifth and sixth grade students. It should be noted that the fifth and sixth grade referrals were all related to one student's behavior. Of the total number of behavior referrals filed at both sites, less than 2 percent were initiated by the researchers. The remaining discipline incidents were reported by other staff members.

The relationships established between the researchers and the targeted students apparently had a selective impact on student behavior. Clearly, students chose more appropriate behavior when they were with the teacher/researchers or under their authority. The bonds created during the intervention, related to the establishment of helping relationships, may have affected the students' feelings toward their teachers. When teachers model caring behavior, students tend to

live up to their expectations. This resulted in improved behavior based on relationships, not fear of punishment. This, perhaps, has a message for all those who wish to influence the behavior of children.

Table 5

Categories of Discipline Referrals
Percent of Total Referrals Recorded for
Targeted Students

Behaviors	Middle School August 1994 / March 1995	Elementary School August 1994 / March 1995
Fighting	14 / 5	43 / 0
Swearing	4 / 5	14 / 0
Pushing and Shoving	1 / 4	0 / 0
Saying Threatening Things	2 / 1	7 / 0
Disrespecting Teachers	24 / 27	7 / 25
Gang Symbols or Signs	5 / 5	0 / 50
Stealing	0 / 2	7 / 0
Yelling and Screaming	2 / 1	0 / 0
Damage to Property	0 / 0	0 / 0
Class Disruptions	8 / 15	0 / 25
Other	40 / 35	22 / 0

The total number of referrals involving eighth grade students has decreased by 22 percent. When data were collected in August, 1994, the average number of referrals written for each eighth grade student was three. The average number recorded per student during the intervention was two and one-third.

The total number of behavior referrals involving the fifth and sixth grade students decreased by 71

percent. These statistics appear to support the success of the intervention.

The data indicate a decrease in the percentage of referrals written for fighting in both school settings. By contrast, the data show an increase in class disruptions from eight percent to 15 percent at the middle school level, and zero to 25 percent at the elementary level. One incident of disruptive classroom behavior represents the 25 percent increase at the elementary site. None of the documented class disruptions occurred while the students were interacting with the researchers.

The category, "Other", decreased five percentage points, but remains as the category that drew the highest percentage of referrals among eighth graders. Behaviors that are classified as "Other" include truancy, excessive tardiness, smoking, or frequent failure to dress for physical education. This category dropped to zero at the elementary school level.

Disrespect for teachers, as a category of discipline referral, represents the reports of all teachers in the buildings. At the eighth grade level the increase is represented by three percentage points, while the fifth and sixth grade increase amounts to 18 percent.

The greatest increase in the percentage of
referrals written in any one category is recorded for
fifth and sixth graders in the area of "Gang Symbols or
Signs." The increase of 50 percent represents two
referrals.

The self-esteem inventory was re-administered in
April, 1995. This instrument was used to determine the
effect of the intervention on students' interpersonal
relationships and identity with the community. In
Table 6, student responses were compiled and compared
with the August, 1994, results.

Several of the stimulus statements in the
inventory pertain to caring relationships. Students at
both sites showed a considerable increase in the
ability to make friends easily. An 11 percent increase
was recorded at the fifth and sixth grade level, with a
21 percent increase at the eighth grade level. All of
the fifth and sixth grade students felt that they make
friends easily and naturally. The teacher/researcher
for these students has observed the development of an
adolescent peer group that contains all 12 students.
In past years, students in a similar setting often
separated into factions during informal activities. It
appears that the classroom setting and the bonding
activities included in the intervention, provided the
environment for developing a peer group. Aside from

the association with age-mates, an interpersonal
relationship with a significant adult and a rationale
for continuing an association, can contribute to the
formation of a peer group (Ianni, 1989).

Responses from both age groups showed a
considerable increase in appreciating and enjoying each
others' achievements. The teacher/researchers observed
this behavior during a period of reflection following a
service-learning project. A discussion of the success
of the project included comments like, "I think that
everyone did his part", "everyone did a good job", and
"we all shared our thoughts."

The researchers concluded from earlier evidence
that students needed to develop self-worth within the
community. Service-learning projects can provide an
opportunity for students to develop a sense of personal
accomplishment. As a result of the intervention, the
students in both groups indicated greater ease in
expressing personal information, feelings, and ideas.
The increase in positive responses, with regard to
these qualities, was particularly dramatic at the
elementary school level.

The greatest increase in responses among
elementary students, 48 percent, was to the statement,
"I enjoy doing things without encouragement." It is

interesting to note that this increase brought the
percentage of responses of the younger group closer to
the percentage of responses given by the eighth grade
students. Comparable results are evident in the
responses to the stimulus statment, "I welcome and face
challenges with confidence." Following the
intervention, both groups appear to be self-motivated
and self-directed.

As indicated by the data in Table 6, 100 percent
of the fifth and sixth grade students report that it is
important to please other people. This is a 33 percent
increase for this age group. It would appear that this
group finds personal satisfaction from pleasing others.
By contrast, only one-third (36 percent) of the eighth
grade students see importance in pleasing others.
Research shows that adolescents are in a transitional
stage of moral development. The adolescent is between
practical reciprocity (do something for someone else if
one receives benefits in return) and a morality based
upon cultivating good relationships with others (broad
acceptance from peers and significant adults) (Hillman,
1991). This age student is also striving for an
independence from parents and a sense of identity. The
importance of pleasing others appears to diminish as
the student's independence and identity evolve. These
-observations are further substantiated by the fact that

95 percent of the eighth graders responded
affirmatively to "I enjoy doing my own thinking and
making my own decisions."

As stated in Chapter 3, one of the benefits of
helping others is an acquired sense of usefulness.
This sense of usefulness enhances the adolescent's
ability to set goals. It is important to note the
discrepancy in responses to the stimulus statement
regarding the achievement of specific goals. Fifth and
sixth grade responses increased from 56 to 100 percent,
while the eighth grade responses fell from 91 to 79
percent. Early adolescents, in an elementary setting,
seem to have specific goals they want to achieve.
These goals may be as short-term as going on to middle
school or learning how to drive a car. The students
see such goals as probable or within the reach of most
adolescents. Students at the middle school level begin
to view the "achievement of goals" as long-term
ambitions, such as, plans after high school or career
choices. It would appear from the data, that younger
students have more confidence in the knowledge that
whatever the goals are, they can be achieved. Middle
school students' self-esteem may be such that they do
not feel they can attain the more long-term goals.

Table 6

Percentages of Students Responding Affirmatively
to Self Esteem Inventory

	5th-6th grade Aug. '94/April '95	8th grade Aug. '94/April '95
I have specific goals that I want to achieve.	56/100	91/79
I enjoy doing things without encouragement.	22/70	64/67
I feel free to express my true emotions.	33/30	42/67
I enjoy doing my own thinking and making my own decisions.	56/50	84/95
I can admit to mistakes or defeats without feeling put down.	78/70	64/71
I can take differences of opinion without feeling uncomfortable.	44/70	67/57
I can accept a gift or compliment without fumbling around and feeling I have to explain or give something in return.	67/100	62/76
I can laugh at myself without feeling degraded.	78/100	69/88
I feel free to express my opinions and convictions even when they differ from my peers.	56/80	51/64
I can be alone and not feel isolated.	89/60	60/71
I can let others be right or wrong without feeling I have to correct them.	11/30	60/62
I can appreciate and enjoy others' achievements.	44/100	82/90
I can tell a story about myself without tending to brag or build myself up.	44/70	80/69
It is important to me that I please other people.	67/100	47/36
I welcome and face challenges with confidence.	78/70	69/74
I take responsibility for my own actions without blaming the circumstances or others.	22/30	69/69
I make friends easily and naturally.	89/100	62/83
I tend to trust other people.	78/70	60/57
I can identify several strengths that I have.	56/70	60/57
It doesn't bother me to ask questions or to ask for assistance when I need help.	67/20	73/81
I tend not to worry about what the future holds.	56/40	64/57

The researchers did not administer the self-esteem inventory with gender divisions in mind. It is, however, the researchers' opinion that more females than males at the middle school level have responded with less confidence about achievement of goals. As documented in attitudinal research, the average young person believes girls are not as competent as boys, girls lack ability to do science and math, and girls cannot succeed in the public world because success in the world depends on being analytical (Butler & Sperry, 1991).

Both groups of student responses have decreased in percentage points pertaining to worrying about what the future holds. Fifth and sixth grade responses fell 16 points, while eighth grade responses fell seven points. These decreases may be due, in part, to other concerns plaguing the early adolescent. Hillman (1991, p. 4) writes, "Early adolescence is characterized by rapid physical growth, concerns about body image, . . . (and) intense conformity to and acceptance by peers."

Caring relationships can have a discernible impact on student behavior and self-esteem. The strategies utilized throughout the intervention improved self-discipline, created a moral climate within the classroom, and established various positive relationships.

Conclusions and Recommendations

The researchers feel that the increased
interaction with students, for the purpose of
developing helping relationships, has had a positive
effect. The students' ability to communicate feelings
and concerns through acceptable methods, thereby
decreasing inappropriate classroom behaviors, has
improved.

The assistant principal, at the middle school
site, noted that the number of referrals written and
filed from seventh grade to eighth grade always shows a
substantial increase. In other words, for any given
student who had been referred to the student office as
a seventh grader, there have, more often than not, been
more referrals filed on that student as an eighth
grader. In addition, more students receive a
first-time referral as an eighth grader than as a
seventh grader. The researchers' data do not
corroborate this trend, since the number of referrals
involving the targeted eighth grade students decreased
by 22 percent.

A particular student, who participated in the
intervention, received 12 referrals as a seventh
grader. During the eighth grade, the number of
referrals recorded for the same student decreased to

five. In addition, none of these referrals was filed after the middle of November. During the fall of 1994, a school counselor was advising this student with regard to several serious personal problems. The counselor's prediction was that, without any intervention in this student's life, the student would likely end up in serious trouble, be a part of the juvenile system, or die. There were no planned intervention programs set up for the student by school personnel. The only intervention that occurred is described in this paper. The counselor applauded the efforts of the teacher/researchers, stating that this student and others involved in the intervention had received a listening ear and a caring, loving climate in the classroom. The counselor had not seen the student concerning any problems since December, 1994.

Of the 112 referrals written at the middle school level, a high percentage were written for students who also had attendance and truancy problems. This supports the idea that those students who attended school regularly, were more influenced by the intervention and, as a result, received fewer behavior referrals.

At the middle school level, teachers are involved with five different classes each day. Within the first two weeks of the intervention, the teacher/researchers

discussed an especially evident bond that had developed
between the researchers and the targeted students.
This relationship was not as obvious with students
outside the targeted group. The targeted students'
attitudes and behaviors reflected a true sense of
cooperation with other students and with the
researchers. The relationships between researchers and
students is on-going. It was not unusual for the
researchers to be seen as a nurturing parent by some of
the students. In some cases, students wanted to
address the researchers by first name as they would a
friend. This increase in familiarity was not seen as
disrespectful, but more as the students need for
intamacy with the adult.

During the 1993-94 school year, one researcher was
a part of the program for the communication disordered
students at the targeted elementary school. The
researcher serviced all self-contained learning
disabled students at the elementarty site using a
whole-classroom model of instruction with cooperative
learning task groups. At that time, eight of the
targeted fifth and sixth grade students, along with
seven additional students, participated in a similar
educational program. While implementing therapy
techniques in this setting, the researcher observed a
lack of respect for the classroom teacher and numerous

physical attacks on peers by one of the targeted
students. In addition, an atmosphere of indifference
was generated toward the researcher in and out of the
classroom.

It appears to the elementary researcher that being
a part of the bonding activities and facilitating
service-learning projects, created an opportunity to
develop and nurture a caring relationship with the
targeted fifth and sixth grade students during this
school year. The researcher has been the recipient of
spontaneous acts of congeniality in and out of the
classroom. While participating in lessons related to
the intervention, the researcher has observed no
physical assaults nor any lack of respect for the
classroom teacher. The existence of a moral climate,
where each member is valued and respected, and each
member feels equal in the decision-making process, has
been a direct result of the time spent in developing
helping relationships and a sense of usefulness.

According to data collected from a daily behavior
checklist (Appendix F) at the elementary level, the
number of classroom rule infractions has decreased
steadily since the beginning of the intervention.
Since these findings are contrary to the upward pattern
of behavior infractions of previous years, the

researchers can assume numerous positive benefits of
developing caring relationships.

Social skills learned during bonding activities
transferred to informal and academic situations. The
ability to create a sense of belonging with significant
peers and adults was greatly enhanced. Students were
more willing to work in cooperative groups in order to
accomplish a common goal. Teacher-time devoted to
re-direction and documentation of behavior was
significantly reduced. Student dialogue-journal
entries have increasingly revealed students'
willingness to entrust personal information, goals, and
accomplishments with the researcher. A student
revealed, "I need to turn my life around before I get
into real trouble . . . today is a new day." The
student's behavior infractions decreased by two-thirds
from the second quarter to the third quarter of the
school year.

In the middle school setting, most students only
know the teachers with whom they have direct contact.
Other teachers are virtually unknown. By using several
bonding techniques, in which students met with teachers
outside their traditional schedules, students were able
to establish significant relationships with new adults.
The teacher/researchers were treated with respect,
greeted in hallways with familiarity, and sought out as

a source of advisement or as a mentor with whom to share ideas.

A focus of the intervention was to develop a caring relationship between the two age groups. Initial contacts between groups made the younger students feel somewhat anxious and nervous as they had a desire to appear as mature as possible. Ironically, the eighth graders frequently asked why they were obligated to work with "little kids." As the period of the intervention continued, mutual respect developed. This became apparent as the older students shared stories of communicating with the elementary students in situations outside of school. Researchers also observed evolving cross-age relationships during a brainstorming session to choose a final community service project. All students' ideas were accepted and supported regardless of the age of the contributor.

The final community service project, a school assembly on the prevention of gang involvement, was completely planned and organized by the students. The researchers found that, to a large degree, many students took ownership of the final project. Academically average, or even below average, students took on leadership roles during production. This was totally uncharacteristic of previous classroom behavior. As students witnessed positive outcomes

during the presentation, and received affirmation that

the program had a significant impact on the audience,

they came to understand that success breeds self-worth.

The assembly was important as a means of showing the

success of the "team" effort and, at the same time,

served as an example of personal accomplishment to the

targeted students' peers.

The researchers are of the opinion that elementary

level and secondary level professionals must be made

aware of the results of the intervention. Chapter 2

documented the existence of inappropriate behaviors in

the school setting. The magnitude and the severity of

the problem are portrayed nightly on local news

broadcasts. Teachers are heard each day complaining

about the amount of time spent on discipline in the

classroom. The compelling decrease in behavior

referrals brought about by this intervention should

suggest that time spent on changing relationships

between teachers and students is time well spent.

The researchers agreed that, if the intervention

was duplicated, it would be beneficial to differentiate

between the genders when administering the self-esteem

inventory. Based on the fact that female maturity

levels, both physically and socially, are

developmentally different from those of their male

counterparts, assessing student responses separately
may have been more revealing.

Longitudinal studies ṵa the targeted students, as
they proceed through future school experiences, could
shed light on some very important issues. The ability
of the students involved in the intervention to accept
and succeed in positive leadership roles; the effect,
if any, of the intervention on the dropout rate; and
grade-level comparisons of standarized test scores are
all concerns of the researchers.

The intervention confirmed the critical value of
developing a caring environment for students. A
crucial difference can be made in the daily lives of
students if helping relationships are promoted in
coordination with the academic curriculum.

REFERENCES CITED

Benson, M.D. (1993). Behavior and attitude testing of Chicago Junior High Students. Phi Delta Kappan, 74, 492-494.

Butler, D.A., & Sperry, S. (1991). Gender issues and the middle school curriculum. Middle School Journal, 23, 18-23.

Campbell, S.H. (1992). How do we meet the needs of early adolescents. Education Digest, 58, 8-12.

Casserly, M.D., Bass, S.A., & Garrett, J.R. (1980). School vandalism: Strategies for preventions. Lexington: Lexington Books.

Cohen, D. (1993). Effects of poverty, family breakdown on children documented in two studies. Education Week, 12, 1-14.

Cooperative Extension Service. (1994). Coming of age in the '90's. Champaign, IL: University of Illinois.

Curwin, R. L. (1993). The healing power of altruism. Educational Leadership, 51, 36-39.

Friedlander, B.Z. (1993). We can fight violence in the schools. Education Digest, 58, 11-14.

Goodlad, J.I. (1984). A place called school. New York: McGraw-Hill.

Hewlett, S. (1991). When the bough breaks: The cost of neglecting our children. New York: Basic Books.

Hillman, S.B. (1991). What developmental psychology has to say about early adolescence. Middle School Journal, 23, 3-8.

Jones, V. (1991). Conceptualizing and implementing a comprehensive program for students at risk. Education, 111, 576-584.

Kressly, J.C. (1994). Middle level advisory: Targeting potential violence before tragedy strikes. Schools in the Middle. 27-30.

Lewis, A.C. (1991). America 2000: What kind of nation? Education Digest. 57. 12-14.

Lickona, T. (1991). Educating for character: How our schools can teach respect and responsibility. New York: Bantam.

Lickona, T. (1993). The return of character education. Educational Leadership. 51. 6-11.

Long, R.E. (Ed) (1991). The state of U.S. education. New York: H.W. Wilson.

MacIver, D.J. (1990). Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan. 71. 458-464.

Mack, M.D. (1992). Changing families: Changing middle schools. Middle School Journal. 24. 55-60.

Martino, L.R. (1993). A goal setting model for young adolescent at risk students. Middle School Journal. 24. 19-22.

Nikolai, G. (1994, February 19). District guilty of bias. Rockford Register Star. pp. 1, 2.

O'Neil, J. (1991). A generation adrift? Educational Leadership. 49. 4-10.

Rogers, M.F. (1992). Analysis of the Staff Survey. Flinn Middle School. Rockford, IL: Author

Rosenthal, S. (1994). Students as teachers. Thrust for Educational Leadership. 23. 36-38.

Ruff, T.P. (1993). Middle school students at risk: What do we do with the most vulnerable children in American education? Middle School Journal. 24. 10-12.

Schine, J. (1989). Adolescents help themselves by helping others. Children Today. 18. 10-15.

Schine, J.G., Bianco, D., & Seltz, J. (1992). Service learning for urban youth: Joining classroom and community. Middle School Journal. 23. 40-43.

Searles, P.C. (1992). Developmental needs of young adolescents. Educating At-Risk Youth, 4, 3.

Steinberg, A. (1991). How schools can help stem violence in today's youth. Education Digest, 57, 40-43.

Stewart, W.J. (1993). Optimizing classroom guidance in the middle school. Middle School Journal, 25, 41-43.

Sullivan, L. (1991). Crisis in urban America. Educating At-Risk Youth, 3, 3.

Thornburg, K.R., Hoffman, S.,& Remeika, C. (1991). Youth at risk: Society at risk. The Elementary School Journal, 91, 199-207.

Toro, P. A., Weissberg, J. G., & Liebenstein, N. L. (1990). A comparison of children with and without learning disabilities on social problem-solving, skill, school behavior, and family background. Journal of Learning Disabilities, 23, 115-118.

Trusty, J., & Dooley-Dickey, K. (1993). Alienation from school: An exploratory analysis of elementary and middle school students' perceptions. Journal of Research and Development in Education, 26, 232-241.

Vaughn, S. (1985). Why teach social skills to learning disabled students? Journal of Learning Disabilities, 18, 588-591.

Wentzel, K. R. (1993). Does being good make the grade? social behavior and academic competence in middle school. Journal of Educational Psychology, 85, 357-364.

Williams, M.M. (1993). Actions speak louder than words: What students think. Educational Leadership, 51, 22-23.

APPENDICES

Appendix A
STUDENT SURVEY

How often do you see these behaviors at school:
(Put a check in the box that you think is most accurate.)

	Never	Seldom	Often	Daily
1. Fighting?				
2. Swearing?				
3. Pushing and shoving?				
4. Saying threatening things?				
5. Disrespecting teachers?				
6. Gang symbols or signs?				
7. Stealing?				
8. Yelling and screaming?				
9. Damage to property?				
10. Class disruptions?				

11. Which of the following behaviors makes you feel the most
    afraid? (Put a 1 in front of the one that makes you feel
    most afraid. Put a 2 in front of the one that makes you
    feel next most afraid. Put a 3 in front of the next one.)

    _____ Fighting   _____ Saying threatening things

    _____ Swearing   _____ Pushing and shoving

    _____ Stealing   _____ Disrespecting teachers

    _____ Class disruptions   _____ Gang symbols or signs

    _____ Damage or property   _____ Yelling and screaming

12. Which of the following behaviors do you think uses up most of
    the teachers' time? (Put a 1 in front of the one that you
    think uses most of the teachers' time. Put a 2 in front of
    the one that you think uses the teachers' time second most.
    Put a 3 in front of the one that uses the next most amount of
    time.)

    _____ Fighting   _____ Saying threatening things

    _____ Swearing   _____ Pushing and shoving

    _____ Stealing   _____ Disrespecting teachers

    _____ Class disruptions   _____ Gang symbols or signs

    _____ Damage to property   _____ Yelling and screaming

Appendix B

SURVEY·

Flinn is a good school with many positive aspects. We have an administration that has stated a desire for teacher input. This is your chance to be open, honest, sincere, and to make known your concerns, frustrations, and suggestions for solutions.

This survey is anonymous, confidential and teacher initiated. Please help make Flinn a better place for everyone by viewing this survey as an opportunity to help initiate positive movement forward. The raw data will be compiled by a volunteer teacher's committee. Hand written responses will be summarized and typed and all originals will be destroyed.

1. Of the items listed below, select up to four the items you find the most positive about Flinn. Use number 1 as the top item.

_____school building (physical facilities)

_____staff relations   COMMENTS

_____student behavior

_____adequate materials and equipment

_____support services

_____administrative support of teachers

_____consistency in handling of building policies

_____effective handling of student referrals

_____expedient handling of student referrals

_____student support groups   _____Flinn Action Teams

2. Rank the top four items (using number 1 as the top item) that cause you the most concern/frustration at Flinn.

_____school building (physical facilities)

_____staff relations   COMMENTS

_____student behavior

_____adequate materials and equipment

_____support services

_____administrative support of teachers

_____consistency in handling of building policies

_____effective handling of student referrals

_____expedient handling of student referrals

_____student support groups   _____Flinn Action Teams

79

3. In your opinion, rank all of the following
items of student behavior.

	OCCURS WITH HIGH FREQUENCY	OCCURS FREQUENTLY	OCCASIONALLY OCCURS	ALMOST NEVER OCCURS
_talking back				
_tardies				
_insubordination				
_disrespect of authority (intimidation, verbal/physical abuse)				
_disrespect of peers (intimidation, verbal/physical abuse)				
_lack/absence of motivation				
_inappropriate hallway behavior				
_basic supplies missing				
_spitting				
_student attire				

4. In your opinion, how are the following behaviors being dealt
with by the administration?

	SUCCESSFULLY	ADEQUATELY	UNSUCCESSFULLY	DOES NOT APPLY	COMMENTS
a. talking back					
b. tardies					
c. insubordination					
d. disrespect of authority					
e. disrespect of peers					
f. lack of motivation					
g. hallway behavior					
h. supplies missing					
i. spitting					
j. student attire					

5. Select from all of the items listed above in part 4,
   (a through j) the 2 or 3 most common reasons you refer
   students to the office on a 4-part referral form.

   1.

   2.

   3.

6. a. Are the same students being referred from your classes
      multiple times for the same misbehavior?

         _____yes   _____no

   b. If so are you seeing any change in behavior? Please comment.

         _____yes   _____no

7. How have you helped to work with discipline problems at
   Flinn?

   _____participated in Lock-outs

   _____stand at door

   _____stop hall runners

   _____stop other hall problems

   _____parent calls

   _____parent conferences

   _____referrals to counselors

   _____other

8. Your suggestions about what could be done about the
   discipline problems at Flinn, or about what we could
   do about making this the Best Middle School in Rockford.

Appendix C

STUDENT SURVEY

*Instructor:*_____

*Period:*_____

*Date:*_____

Read each question and all the possible answers. Circle the letter of the statement that best answers the question. All of the surveys will be anonymous so answer as truthfully as possible.

1. With whom do you live?

   a.   Mother and Father

   b.   Father

   c.   Mother

   d.   Mother and Step-Father

   e.   Father and Step-Mother

   f.   Other:_____

2. Where do your parents work?

   a.   Mother:_____

   b.   Father:_____

   c.   Other:_____

3. Is there an adult at home after school?

   a.   Yes

   b.   No

   c.   Sometimes (___ out of 5 days)

4. Do you go to a baby sitter or another after school day-care program?

   a.   Yes

   b.   No

   c.   Sometimes (___ out of 5 days)

5. When was the last time you had a conversation with your parent that lasted ten minutes or more ?

   a.   Yesterday or today

   b.   Two to three days ago

   c.   Three to six days ago

   d.   More than a week ago

6. Do you feel safe outside after dark?

   a.   yes

   b.   no

7. Do you know other adults on your street?

    a.   Yes, one or two
    b.   Yes, three or more
    c.   No

8. Do you personally know someone who has been a victim of a violent crime?

    a.   Yes
    b.   No

9. Is there an adult in this school you trust?

    a.   Yes
    b.   No

10. Do you feel a sense of pride in your school?

    a.   Yes
    b.   No

11. How often do you eat dinner with everyone who lives in your house?

    a.   Every night
    b.   Four to six nights per week
    c.   Two to three nights per week
    d.   Once per week
    e.   Rarely
    f.   Never

Appendix D

SELF-ESTEEM INVENTORY

Draw a circle around the number of statements that are TRUE for you.

1. I have specific goals that I want to achieve.

2. I enjoy doing things for myself without encouragement or praise.

3. I feel free to express my true emotions.

4. I enjoy doing my own thinking and making my own decisions.

5. I can admit to mistakes or defeats without feeling put down.

6. I can take differences of opinion without feeling put down.

7. I can accept a gift or a compliment without fumbling around and feeling I have to explain or give something in return.

8. I can laugh at myself without feeling degraded.

9. I feel free to express my opinions and convictions even when they differ from my peers.

10. I can be alone and not feel isolated.

11. I can let others be right or wrong without feeling I have to correct them.

12. I can appreciate and enjoy the achievements of others.

13. I can tell a story about myself without tending to brag or build myself up.

14. It is important to me that I please other people.

15. I welcome new challenges and face them with confidence.

16. I take responsibility for my own actions without blaming the circumstances or others.

17. I make friends easily and naturally.

18. I tend to trust other people.

19. I can identify several strengths that I have.

20. It doesn't bother me to ask questions or to ask for assistance when I need help.

21. I tend not to worry or fret about what the future holds.

Appendix E

I.   Lessons to develop community bulding

    A.   Bonding activities

        1.   Business Card

        2.   Picture Frame

        3.   Who Am I?

        4.   People Search

        5.   Thank-you notes for support staff

        6.   Locate home on district map

        7.   Photograph individual students

        8.   Rules and responsibilities

    B.   Problem solving - elementary level

        1.   Needs of senior citizens in the community

        2.   Emergency situation

    C.   Decision making - elementary level

        1.   Desert Survival

        2.   "Hey Al"

        3.   Daily Decision Making

            a.   Getting ready for school

            b.   We're Having Pizza for Dinner

II. Lessons to develop cross-age relationships

    A.   Develop and send pictures and letters

    B.   Receive and share pictures and letters

    C.   Display letters and pictures

    D.   Engage in Halloween activities

        1.   Prepare and send Halloween surprises

        2. Visit middle school

           a.   Inside-Outside Circles

           b.   Halloween hidden picture search

    E. Visit elementary school

III. Lessons to develop service learning

    A. Decorate neighborhood trees - edible ornaments

    B. Brainstorm ideas for student community project

    C. Plan and present Gang Awareness assembly

Business Cards

Business Cards are motivational rehearsal tools that involve the entire class. Give each student a 3" x 5" index card. Explain the purpose of a business card—to greet other people, to tell about yourself.

Model the instructions on the overhead or board by giving sample answers to the following:

A. Write down your first name in the middle of the card using capital letters—TOM.

B. Write the name of your school beneath your name—e.g., ML King.

C. Write in one corner of the card a success you have had this week at school, home or play —e.g., made a friend, got a 95 on a quiz.

D. Write your learning *goal* for this week in another corner—e.g., improve vocabulary quiz score, finish a paper.

E. Write a *benefit* for doing your homework in yet another corner— e.g., higher grades.

F. Write down a *favorite* book title in the last corner—e.g., *Curious George, The Grapes of Wrath.*

G. Demonstrate your best cooperative skill—e.g., pat on the back, smiles or "Atta boy."

After all students have completed their cards, instruct everyone to find a partner. After the pairs settle, instruct them to focus on one of the corner topics (success, benefit, goal or favorite) and explain *why* that topic was selected. After one or two minutes, instruct students to switch partners. Continue switching until all four of the corner topics have been discussed.

Lesson Plan for Bonding

Objective: Students will be able to determine what person's
             name has been taped to their back.

Social Skill: Listening, verbal interaction

Thinking Skill: Skinny questions, deductive reasoning

Materials: Note cards, tape

Time Frame: 30-45 minutes

Product: Answer to "Who Am I?"

Procedures:
    1. In advance Teachers will write the names of famous
        people or characters, dead or alive, on 3x5 note
        cards. One card is needed for each student.
    2. As students arrive, one note card is taped to the
        back of each student. Students are not allowed to
        see the note card that is attached to their back.
    3. The Teacher explains that each student needs to find
        out whose name is on his/her back. This is to be
        accomplished by asking other students "yes" or "no"
        questions about the person. For example, the stu-
        dent might ask, "Am I alive?" or "Am I a female?"
        The student may only ask one question of another
        student and then is required to move on to a dif-
        ferent student. Each student should attempt to
        ask every other student in the class at least one
        question. He/she may ask more than one question
        of every other student as long as he/she doesn't
        ask 2 or more consecutive questions of the same
        student.
    4. The questioning continues until all students have
        determined who they are.

Student Reflection: Teacher led discussion about what type
                      of questions were most helpful in
                      reaching the solution and why.

Follow-up: None.

STUDENT SEARCH #3

	Self / Friends
1. Favorite Color	_____/_____
2. Favorite Movie Star	_____/_____
3. Month You Were Born In	_____/_____
4. I Am The (Only, Youngest, Middle, Oldest) Child	_____/_____
5. Favorite Sport	_____/_____
6. TV Show You Like The Most	_____/_____
7. Favorite Pet	_____/_____
8. Blocks You Live From School	_____/_____
9. Astrological Sign	_____/_____
10. Favorite Food For Dinner	_____/_____
11. Hair Color	_____/_____
12. Last Affirmation You Gave Someone	_____/_____

Instructions: Fill in the answers for yourself. Then find another student and ask him/her for a match. If you get a yes, sign each other's Student Search Sheet. If you get a no, that person asks you a question looking for a match. Continue alternating asking questions until you find a match, then form new pairs. Try to get all your boxes filled in by different students.

(Adapted from a people hunt from *Cooperative Learning* by Spencer Kagan who adapted it from Laurel Roberson.)

(Permission to reproduce for classroom use)

Lesson Plan for Thanksgiving Cards

Objective: Students will be able to complete a "thank you" note to a non-certified staff member for service in our school.

Social Skill: Cooperation

Materials: "Thank you" notes (attached), pens, markers, scissors, staff names

Time Frame: 45 minutes

**Product:** "Thank you" notes for non-certified personnel

Procedures:
1. Class discusses the jobs, responsibilities, and services that non-certified staff provide.
2. Each student chooses a partner.
3. Pairs select a staff member's name.
4. Distribute materials.
5. Students but out "cards" and decorate.
6. Inside the card students write "thank-you". messages that reflect appreciation for that staff member's service.
7. Collect cards.

Student Reflection:
1. Did you know that it takes so many people to maintain our school?
2. What do you think the recipients of your cards will feel?
3. How does that make you feel?

Follow-up: Distribute notes.
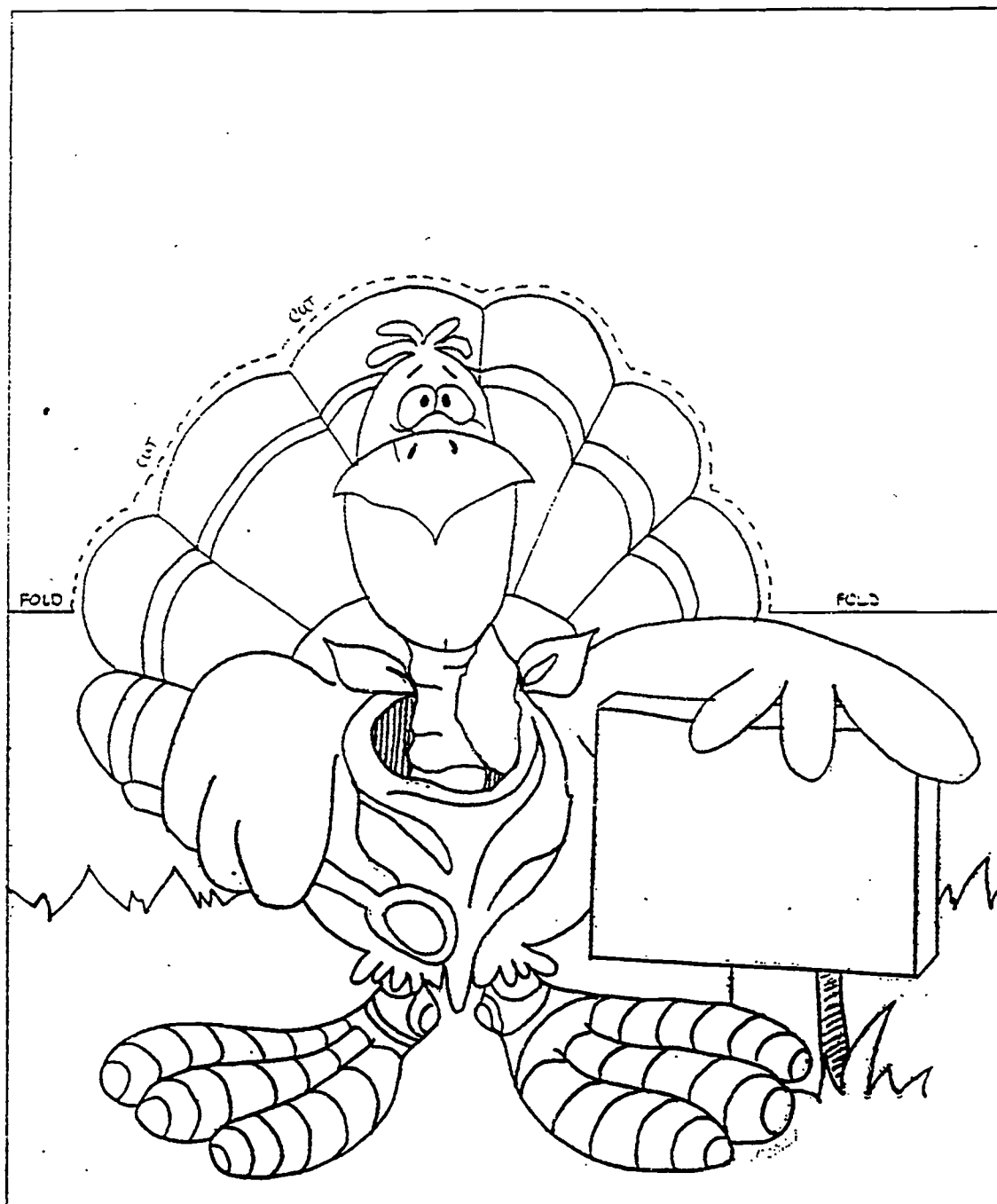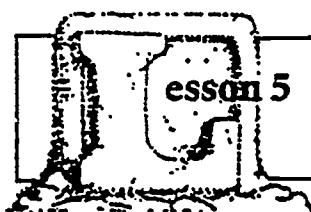
Lesson 5 Student Search

Lesson-At-A-Glance

Goal: Classbuilding (Getting Acquainted)

Grades: 3-Adult

Time: 25-45 Minutes

Outcomes — Students Will:
- Talk with one another and ask questions.
- Sign their names in appropriate places on others' Student Search handout.
- Share personal information.
- Exhibit ability to ask others' questions.

Materials:
- Student Search Handout for each student
- Timer and way to let class know when 30 seconds is up. This could be a bell, whistle, or switching the lights off/on.
- Post reflection questions and affirmation Starters

Structures:
- Pairs
- Three-Step Interview
- Think-Pair-Share

Lesson Overview

This lesson is designed so students make Similarity Groups and then have others in the room sign their Student Search handouts if they meet the criterion described. Three sample Student Searches are attached. Others can be developed with your own students in mind. This is an excellent lesson to develop inclusion very quickly.

Lesson Sequence

Teacher Talk:

Introducing the Lesson

Discuss with students that we all have differences and that sometimes students don't know very much about the other students in class. This will be an opportunity to find out more about fellow students.

Teacher Talk:

Explain Student Search

(Variation of instructions for Student Search #3 are at the bottom of that handout.) Tell students that they will be given a handout that has descriptions written on it. Their job is to gather signatures of as many different students as possible on their Student Search Handout. During the first five minutes, they will form pairs and alternate with their partner asking questions from their search sheet until they each can sign only one place on their partner's sheet or they are given the thirty second signal, whichever comes first. They will continue exchanging with different partners every 30 seconds till the 5 minutes is up.

Pairs:

Distribute Student Search Handout

Distribute Student Search Handout. Before students start, explain that they are to get as many different students to sign their Student Search Handout as they can in the next five minutes. Remind them that they will only

have 30 seconds in each pair to get a signature. <u>Students should sign in only one space on any one handout.</u> Ask students to repeat the rules. Answer any questions. Tell students you will let them know when to switch pairs.

Students Find Others On Their Own

When five minutes are up, tell students they are on their own in filling out the rest. They must interview students with whom they haven't yet talked. Let this go on until it looks like most have filled up their student search handout. When you are ready to quit, then have students stop.

Reflections & Affirmations

Three-Step Interview: Reflections

Give one of the questions below. Ask students to think of their answer. Have students pair with a teammate or have prearranged pairs. They discuss their answer to the questions below in their pair. Then have two pairs spin together for a team of four.

Step 1: One student in the pair asks the other the question. The student answers.

Step 2: The students change roles.

Step 3: Two pairs form a team and students each take a turn paraphrasing their partners response to the question.

* What kinds of new information did you find out about classmates?

* What did you find out that surprised you?

* How did the Similarity Groups help in the student search questionnaire?

* Which was easier, the thirty seconds and switch, or on your own? Why?

* How was the Similarity Groups <u>different</u> from the student search?

* How was the Similarity groups <u>similar</u> to the student search?

* How might you use this type of a student search sheet in your home?

Think-Pair-Share: Affirmations

Quickly review the use of appropriate affirmations if necessary. Have students work in the pairs they have been in. Ask students to think of an appropriate affirmation for their partner. Refer to the affirmation starters which you will have posted. Students can use these if needed.

Affirmation Starters:

_____, thanks for signing my sheet.

I liked the way you laughed.

I appreciate your help.

~ ❀ ~

FOR THE KIDS

Gobblers for Gobbling

Thanksgiving turkey doesn't need to come out of the oven. At least that's the way it is at Elizabeth Yarborough's house. Elizabeth, a long-time reader of *Southern Living*, shares her recipe for making these treats.

This tasty project is a great way to get the kids involved in preparing for a holiday party, a November birthday, or the big dinner itself. All they will need is a little help separating the cookies. *Bill McDougald and Kaye Mabry Adams*

TURKEY TREATS

1 (16-ounce) package cream-filled chocolate sandwich cookies
¼ cup red cinnamon candies
1½ cups malted milk balls
1 (16-ounce) container ready-to-spread chocolate frosting
1 (9.5-ounce) package candy corn
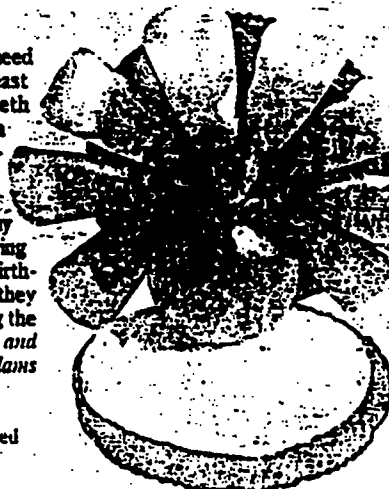
While you're preparing the big Thanksgiving feast, keep the kids busy making their own tasty turkeys.

Carefully separate each cookie, leaving cream filling on one side; set cookie halves without filling aside.

To make the turkey body, attach or "glue" a red cinnamon candy (turkey head) to each malted milk ball (turkey body) with a dab of chocolate frosting. Attach a turkey body to center of each cookie half with cream filling using a dab of chocolate frosting.

Spread chocolate frosting on the inside of each cookie half that does not have cream filling. For the turkey tail, arrange candy corn on chocolate-frosting cookies with wide end of candy along outer edge. Attach each turkey tail behind a turkey body using chocolate frosting. Store assembled turkeys in the refrigerator. Yield: 42 cookies.

94

Unit 6   **PROBLEM SOLVING**

Lesson 1   Emergency Situations

GOALS

1. To understand what an emergency is
2. To know what to do and what to say in an emergency

MATERIALS

1. Emergency Situations Introduction
2. Emergency Situations Worksheet
3. Emergency Situations Role-Playing Cards
4. Emergency Situations Quiz

DISCUSSION

1. Elicit from the students what an emergency is. If unable to get a good answer, tell them an emergency is an urgent situation that calls for immediate action. Ask the students to give examples of emergencies. Ask if any student has ever been involved in an emergency. Discuss the fact that it is important to know exactly what to do beforehand in an emergency because there is no time to think about what you should do then.

2. Give the students the Emergency Situations Introduction. Discuss the concepts.

3. Give the Emergency Situations Worksheet as an in-class or home-work assignment.

ROLE-PLAYING

1. Each student chooses a role-playing card and other students to help, if necessary. Students then act out the situation.

2. After each situation has been role-played, the rest of the class discusses how the students handled the emergency. The students may also discuss alternate ways of handling the emergency.

3. If the students have difficulty thinking of appropriate solutions, you may want to give them multiple choices, and let them choose the appropriate solution.

4. Give the Emergency Situations Quiz, or use it as an in-class or a homework assignment.

PROBLEM SOLVING

Emergency Situations Introduction

An emergency is an urgent situation that calls for immediate action.

Some examples of emergencies are

1. a fire
2. a robbery
3. a mugging
4. an auto accident
5. an accident at home or work
6. a stranger harrassing or following someone

It is important that you know what to do in an emergency. You must react quickly because there is no time to think about what you should do during an emergency.

At your home, or when you are babysitting, you should have a list of emergency telephone numbers.

1. fire department
2. police department
3. family doctor
4. nearby hospital
5. ambulance service
6. poison control center

PROBLEM SOLVING

Emergency Situations Worksheet

Read each situation. Write your answer on the lines provided.

1. You decide to make dinner for your family. You are cooking hamburgers on the grill and the grill catches on fire. What should you do?

_____

_____

2. You are home alone at night. All of a sudden, the power goes out and your house is completely dark. What should you do?

_____

_____

3. You are walking along the street. Suddenly, you see an elderly man stumble and fall. His head is bleeding. What should you do?

_____

_____

4. You are babysitting for a three-year-old. You turn your back for a minute and when you look back, you see he has climbed up on a chair. Before you can get to him, he has fallen off and is sitting on the floor crying. What should you do?

_____

_____

5. You are sitting on the bus going to school. A man sits down next to you and strikes up a conversation. He asks your name, how old you are, and where you go to school. Even though you don't answer his questions, he keeps talking to you. When you get up to get off at your stop, he starts to get off, too. What should you do?

_____

_____

6. You are sitting in class and suddenly feel sick and dizzy. What should you do?

_____

_____

THE DESERT SURVIVAL PROBLEM

It is approximately 10:00 a.m. in mid-August. You have just crash-landed in the Sonora Desert in southwestern United States. The aircraft containing the bodies of the pilot and co-pilot has completely burned. Only the air frame remains. You and all others aboard survived the crash without injury.

The pilot was unable to notify anyone of your position before the crash. However, he has indicated before impact that you were 70 miles south-southwest from a mining camp, which is the nearest known habitation, and that you were approximately 65 miles off the course that was filed in your VFR Flight Plan.

The immediate area is quite flat, and except for occasional barrel and saguaro cacti appears to be rather barren. The last weather report indicated that the temperature would reach 110° that day, which means that the temperature at ground level will be 130°. You are dressed in light weight clothing -- short sleeved shirts, pants, socks, and street shoes. Everyone has a hankerchief. Collectively, your pockets contain $2.38 in change, $85.00 in bills, a pack of cigarettes, and a ballpoint pen.

YOUR TASK

Before the plane caught fire your group was able to salvage the 15 items listed below. Rank these items according to their importance to your survival, starting with "1", the most important, to "15", the least important. You may assume-- 1) the number of survivors is the same as the number on your team; 2) you are the actual people in the situation; 3) the team has agreed to stick together, and 4) all items are in good condition.

	STEP 1 Individual Ranking	STEP 2 Team Ranking	STEP 3 Expert's Ranking	STEP 4 Difference Ind./Expert	STEP 5 Difference Team/Expert
FLASHLIGHT (4 battery size)					
JACK KNIFE					
SECTIONAL AIR MAP OF AREA					
PLASTIC RAINCOAT					
MAGNETIC COMPASS					
COMPRESS KIT WITH GAUZE					
.45 CALIBER PISTOL (loaded)					
PARACHUTE (red and white)					
BOTTLE OF SALT TABLETS (1000 tablets)					
1 QT. OF WATER Per Person					
A BOOK: EDIBLE ANIMALS OF THE DESERT					
A PAIR OF SUNGLASSES Per Person					
2 QTS. OF 180 PROOF VODKA					
1 TOP COAT PER PERSON					
A COSMETIC MIRROR					
This exercise was developed by J.C. Lafferty, P.M. Eady and A.W. Pond, Human Synergistics, 1970				INDIVIDUAL SCORE	TEAM SCORE

D. Scoring the Decision

The Expert: Alonzo W. Pond, M.A., is the desert survival expert who has contributed the basis for the item ranking. He is the former Chief of the Desert Branch of the Arctic, Desert, Tropic Information Center of the Air Force University at Maxwell Air Force Base.

Two of the several books Mr. Pond has written are "Survival," an excellent reference if you would like to do more reading on this subject and "Peoples of the Desert," written after Mr. Pond had spent years living with people of every desert in the world except the Australian.

During World War II Mr. Pond spent much of his time working with the Allied Forces in the Sahara on desert survival problems. While there and as Chief of the Desert Branch, he encountered the countless survival cases which serve as a basis of the rationale for these rankings.

The Expert Ranking and Rationale

NO. 1 — COSMETIC MIRROR

Of all the items the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight a simple mirror can generate 5 to 7 million candle power of light. The reflected sunbeam can even be seen beyond the horizon. If you had no other items you would still have better than an 80% chance of being spotted and picked up within the first 24 hours.

NO. 2 — 1 TOP COAT PER PERSON

Once you have a communication system to tell people where you are your next problem is to slow down dehydration. Forty percent of the body moisture that is lost through dehydration is lost through respiration and perspiration. Moisture lost through respiration can be cut significantly by remaining calm. Moisture lost through perspiration can be cut by preventing the hot, dry air from circulating next to the skin. The top coats, ironic as it may seem, are the best available means for doing this. Without them survival time would be cut by at least a day.

NO. 3 — 1 QUART OF WATER PER PERSON

You could probably survive 3 days with just the first 2 items. Although the quart of water would not significantly extend the survival time, it would help to hold off the effects of dehydration (see page 22). It would be best to drink the water as you become thirsty, so that you can remain as clear-headed as possible during the first day when important decisions have to be made and a shelter erected. Once dehydration begins it would be impossible to reverse it with the amount of water available in this situation. Therefore, rationing it would do no good at all.

NO. 4 — FLASHLIGHT (4 BATTERY SIZE)

The only quick, reliable night signalling device is the flashlight. With it and the mirror you have a 24 hour signalling capability. It is also a multiple use item during the day. The reflector and lens could be used as an auxiliary signal device or for starting a fire. The battery container could be used for digging or as a water container in the distillation process (see plastic raincoat).

NO. 5 — PARACHUTE
(RED AND WHITE)

The parachute can serve as both shelter and signalling device. The saquaro cactus, which is pictured on the cover, could serve as a tent pole and the parachute shrouds as tent ropes. Double or triple folding the parachute would give shade dark enough to reduce the temperature underneath it by as much as 20%.

NO. 6 — JACKKNIFE

Although not as crucial as the first 5 items, the jackknife would be useful for rigging the shelter and for cutting up the very tough barrel cactus for moisture. Its innumerable other uses gives it the high ranking.

NO. 7 — PLASTIC RAINCOAT
(LARGE SIZE)

In recent years the development of plastic, non-porous materials have made it possible to build a solar still. By digging a hole and placing the raincoat over it the temperature differential will extract some moisture from urine-soaked sand and pieces of barrel cactus and produce condensation on the underside of the plastic. By placing a small stone in the center of the plastic a cone shape can be formed and cause moisture to drip into the flashlight container buried in the center of the hole. Up to a quart a day could be obtained in this way. This would be helpful, but not enough to make any significant difference. The physical activity required to extract the water is likely to use up about twice as much body water as could be gained.

NO. 8 — .45 CALIBER PISTOL (LOADED)

By the end of the second day speech would be seriously impaired and you might be unable to walk (6 to 10% dehydration). The pistol would then be useful as a sound signalling device and the bullets as a quick fire starter. The international distress signal is three shots in rapid succession. There have been numerous cases of survivors going undetected because they couldn't make any loud sounds. The butt of the pistol might also be used as a hammer.

The pistol's advantages are counterbalanced by its very dangerous disadvantages. Impatience, irritability and irrationality would all occur as dehydration increases. This is why critical decisions should be made before dehydration sets in. Under the circumstances the availability of so lethal a tool constitutes a real danger to the team. Assuming it were not used against humans, it might be used for hunting, which would be a complete waste of effort. Even if someone were able to shoot an animal with it, which is very unlikely, eating the meat would increase dehydration enormously as the body uses its water to process the food.

NO. 9 — A PAIR OF SUNGLASSES
PER PERSON

In the intense sunlight of the desert photothalmia and solar retinitis (both similar to the effects of snow blindness) could be serious problems especially by the second day. However, the dark shade of the parachute shelter would reduce the problem, as would darkening the area around the eyes with soot from the wreckage. Using a handkerchief or compress material as a veil with eye slits cut into it would eliminate the vision problem. But sunglasses would make things more comfortable.

NO. 10 — COMPRESS KIT WITH GAUZE

Because of the desert's low humidity, it is considered one of the healthiest (least infectious) places in the world. Due to the fact that the blood thickens with dehydration, there is little danger from bleeding unless a vein is severed. In one well-documented case, a man, lost and without water, who had torn off all his clothes and fallen among sharp cactus and rocks until his body was covered with cuts, didn't bleed until he was rescued and given water.

The kit materials might be used as: rope, or for wrapping your legs, ankles, and head, including face, a further protection against dehydration and sunlight.

NO. 11 — MAGNETIC COMPASS

Aside from the possibility of using its reflective surfaces as an auxiliary signalling device, the compass is of little use. It could even be dangerous to have around once the effects of dehydration take hold. It might give someone the notion of walking out.

NO. 12 — SECTIONAL AIR MAP
OF THE AREA

Might be helpful for starting a fire, or for toilet paper. One man might use it for a head cover or eye shade. It might have entertainment value. But it is essentially useless and perhaps dangerous because it too might encourage walking out.

NO. 13 – A BOOK ENTITLED:
"Edible Animals of the Desert"

The problem confronting the group is de-hydration, not starvation. Any energy ex-panded in hunting would be costly in terms of potential water loss. Desert animals, while plentiful, are seldom seen. They survive by laying low as should the survivors. If the hunt was successful, the intake of protein would cause an increase in the amount of water used to process the protein in the body. General rule of thumb — if you have lots of water, eat, otherwise, don't consume anything. Although the book might contain useful information, it would be difficult to adjust your eyes to reading and remain attentive as dehydration increases.

NO. 14 – 2 QTS. OF 180 PROOF VODKA

When severe alcoholism kills someone, they usually die of dehydration. Alcohol absorbs water. The body loses an enormous amount of water trying to throw off the alcohol. We estimate a loss of 2 to 3 oz. of water per oz. of alcohol. The Vodka consumed could be lethal in this situation. Its presence could cause someone in a dehydrated state to increase his problem. The Vodka would be helpful for a fire or as a temporary coolant for the body. The bottle might also be helpful. All in all, the Vodka represents more dangers than help.

NO. 15 – BOTTLE OF SALT TABLETS
(1,000 TABLETS)

Wide spread myths about salt tablets exist. The first problem is that with dehydration and loss of water blood salinity increases. Sweat contains less salt than extra cellular fluids. Without lots of extra water the salt tablets would require body water to get rid of the increased salinity. The effect would be like drinking sea water. Even the man who developed salt tablets now maintains they are of questionable value except in geographical areas where there are salt deficiencies.

Processing Questions :

1. To what extent did others pay attention to your ideas ?

2. How frustrated did you become while reaching the team decisions ?

3. How responsible + committed do you feel for the decisions that were made ?

4. To what extent did you actively seek contributions from others ?

5. How good do you think the team's decisions are ?

```
     1    2    3    4      5
    |__|__|__|__|__|__|__|__|
Very                     Very
little                   much
```
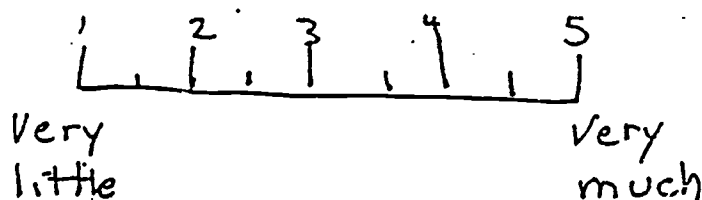
Hey Al

by Arthur Yorinks

Hey Al is a fantasy story with a moral. All elementary students love the tale of Al and his faithful dog Eddie, but second and third graders are especially taken in. In this tale, a janitor named Al and his dog Eddie are persuaded by a large bird to give up their dull lives and come with him to paradise. Al and Eddie undertake this adventure only to find out they would be better off back in their one room apartment.

Story drama takes on a festive or circus-type air with a few extras. All dramas can be done on the spur of the moment but adding costuming and a few props adds variety. Name tags are a good idea. You may need two or three for each student depending on how many characters they will create. I like to come to class with an assortment of hats and a lavish feathered mask to accent the roles I play in Hey Al. Martha, Al's neighbor, wears a nurses's cap. Al sports a baseball cap and carries a few tools in his pockets. The feathered mask is for the large mysterious bird. Additional props such as a stethoscope or white coat work well for the doctor.

During this drama, I am amazed at the argumentative strategies employed by such young minds. This is demonstrated in the conversation between Al and Eddie to decide whether or not they will go off with the large bird that has appeared in their bathroom. Once the student realize that saying, "Yes, you will," or "No, you won't," gets them nowhere, they employ many tactics to convince the other. Surprisingly enough, many Al and Eddie pairs decide to stay home and fulfill their responsibilities. The whole exchange can be very enlightening for the teacher.

Story drama is versatile enough to be used in many other situations other than single grade classrooms. Consider combining classes, putting on a whole school drama, or asking parents to participate in a story drama on Parents' night.

My most memorable experience becoming the character Al was at the story drama sessions for a Young Author's Conference. Parents and their children were very involved in the characters they had created. I had decided for this event I would model the role of Al by wearing overalls, my hair tucked under a baseball cap and lots of tools tucked in my pockets. I was also carrying an additional load, being seven months pregnant. Things were going so well when one puzzled student, whom I had certainly convinced I was at the very least male and most probably Al, blurted out, "And just what is that inside your pants?" I laughed, his mother shrank in her seat and the story continued. What makes story drama as open and creative is that anything can happen. So Al, are you going to paradise?

Teacher: Read pages 6 - 13.

Teacher: Look at the pictures of the birds in this picture. Choose a bird that you like. Look at the type of legs you bird has. Look at the beach, feathers, size of the bird and other features. Think about what call you bird might make. Think about how your bird might walk. (Have the students walk about the room as their bird in a bird parade.)

Teacher: Read pages 14 and 15.

Teacher: Al and Eddie left in such a hurry that they forgot to tell anyone where they were going. Send a postcard pretending you are Al or Eddie to someone you know (Pass out postcard size pieces of paper. Have the students write their message on the back of the card. Include such things as: where they are, how are they enjoying themselves, what they do all day, etc. Have the students draw a picture of the place where the bird brought them on the front of the card).

Teacher: Read pages 16 - 19.

Stop at this point and have the students write a note begging for rescue to put in a bottle with the hopes someone will find it. The next day as a follow-up activity, shuffle the notes, distribute them to the class and have the students write a response to the pleas for help.

Teacher: "Hello, I am Dr. Horatio Medicine. What seems to be the problem today?" (Teacher interview students roleplaying the parts of Al and Eddie who are turning into birds). "Where does it hurt? When did these symptoms begin? Can you think of anything unusual you have done lately that might have caused this? Describe all of your symptoms."

Teacher: Read pages 20-23. Ask the students playing Al what they will do now that Eddie is missing. How will life be different? Have the other students offer advice.

Teacher: Read the last two pages. Discuss what the ending means. Refer back to the page that says, "But, ripe fruit soon spoils." Discuss what this means and how it relates to the end of the story.

Lesson Plan for Decision Making

Objective: Students will be able to compile a list of
             decisions made when a family decides to have a
             pizza for dinner.

Social Skill: Teamwork, acceptance of all ideas

Thinking Skill: Brainstorming, sequencing

Materials: Paper, pen, or pencil

Time Frame: 30-45 minutes

Product: List of decisions to be made

Procedures:
    1. Teacher will get students into cooperative groups.
    2. Each group will select a recorder and a reporter.
    3. Teachers will explain to students that they are to
        make a list of all decisions made when a family de-
        cides to have pizza for dinner. An example will be
        provided.
    4. Teachers will encourage cooperative groups to create
        the list in a sequential order and to be as detailed
        as possible.
    5. Students will brainstorm ideas and the recorder will
        write the responses.
    6. After 20 minutes the brainstorming will stop. The
        reporter in each group will share the group's list
        with the whole class.

Student Reflection: Teacher-formulated questions as follows.
    1. What sequential order did your Team use?
    2. Did your Team think sequential order helped to
        organize your brainstorming? Why?
    3. When would you use decision making skills?
    4. Did your Team listen to and accept all ideas?
    5. What did your Team do well in this activity?

Follow-up: Students will think about other times during
             the day when decisions need to be made. The
             students will share their observations at the
             end of the day.

Lesson Plan for Decision Making

Objective: Students will be able to recognize the number of decisions made while preparing for school.

Social Skill: Cooperation, listening to all ideas

Thinking Skill: Brainstorming

Materials: Chalkboard and chalk or chart paper and marker

Time Frame: 20-30 minutes

Product: List of decisions made

Procedures:
1. Teachers will lead students in a discussion regarding their freedom to make decisions in the U.S.
2. Examples will be provided by teachers(i.e. grocery shopping).
3. Teachers will describe a time frame beginning at wake-up and ending with departure for school.
4. Students will brainstorm all aspects of preparing for school. Teachers will instruct students to be very specific. For example: to shower or take a bath, what to eat for breakfast, what to wear.
5. Teachers will lead students in a discussion pertaining to their awareness of the number of decisions made in approximately 60-90 minutes.

Student Reflection: Oral discussion

Follow-up: Similar activity using cooperative groups.

CONSENSUS DECISIONS

Avoid arguing for your own position. Present it as logically as possible, but be sensitive to and consider the reactions of the group, especially if you have made the point before.

Avoid win-lose stalemates in the discussion of opinions. When impasses occur, look for the next most acceptable alternative for all parties involved.

Avoid changing your mind only to avoid conflict and only to reach agreement. Strive for enlightened flexibility, but avoid outright capitulation.

Avoid techniques such as the majority vote, averaging, bargaining, coin flipping or trading out. Treat differences of opinion as indicative of incomplete sharing of relevant information.

View differences of opinion as both natural and helpful. Generally, the more ideas expressed the richer the final decision.

View initial agreement as suspect. Explore reasons underlying the agreement; make sure people have arrived at the same conclusion for either the same or complimentary reasons.

Avoid subtle forms of influence and decision modification. For example, when a dissenting member finally agrees, don't feel he/she must be rewarded by having his/her way on some subsequent point.

Be optimistic that your group can achieve consensus and excel at its task.

Lesson Plan for Halloween Puzzles

Objective: Students will be able to send a message to
              students attending another school.

Social Skill: Encouragement, cooperation

Materials: Blank holiday puzzles, markers, students'
              names (recipients), small manilla envelopes

Time Frame: 45 minutes

Product: Halloween puzzle

Procedure:
    1. Class discusses characteristics of own school
        and the school receiving the holiday messages.
    2. Students work in pairs.
    3. Each pair chooses a student's name.
    4. Distribute materials.
    5. Students plan together and decorate puzzles.
    6. Students prepare and include a personal
        message on the puzzles.
    7. Pairs address and decorate an envelope.
    8. After the puzzles are placed in the envelopes,
        all are collected and delivered.

Student Reflection:
    1. How are our schools alike? different?
    2. How are our families alike? different?
    3. What did you and your partner like best about
        this activity?

Follow-up: Students will research and collect data on
             characteristics of the school community.
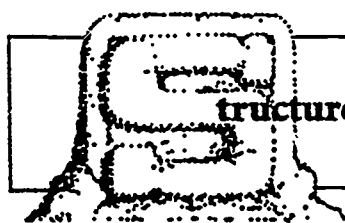
Structure 6 Inside-Outside Circle
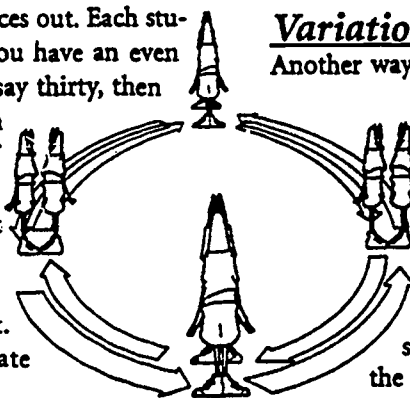
Steps of Inside-Outside Circle

1. Students form two concentric circles.
2. Circles face each other to share or quiz.
3. Students rotate to share or quiz with a new partner.

Inside-Outside Circle is a great structure for students to share personal information about themselves or review and practice academic and relationship skills in a short period of time. It's also energizing because students are moving.

Steps of Inside-Outside Circle

1. Concentric Circles
Have your students form two concentric circles, one inside the other. The outside circle faces in, the inside circle faces out. Each student faces a partner. If you have an even number of students, let's say thirty, then you'll have fifteen facing in and fifteen facing out. If you have thirty-one students, place the thirty-first student in either circle and have them become a "twin" with one student. They will share and rotate together with their twin.

2. Students Face Each Other and Share
Now that each student is facing another student, they share information about themselves such as their best ever summer vacation, or favorite TV program. Students can quiz the student across from them on information presented by the teacher or with flash cards.

3. Students Rotate
Have the the outside circle move one person to the right to a new partner, while the inside circle is stationary. In this way you can have students share personal information or quiz ea.in other very quickly with everybody involved. If they are quizzing each other, students have different flash cards, and may trade cards before they rotate to double the practice.

Variation
Another way to make the rotation less predictable and more exciting is to have the students make a "right face" or a "left face" and then tell students how many to rotate while both circles move. If you tell students to rotate three then each student passes two students and stops at the third. You may have the class count together in a choral response. This adds spice to the structure and makes it more lively.

Inside-Outside Circle

Lesson Plan for Bonding Activity

Objective: Students will be able to cooperatively complete a project consisting of decorating edible ornaments for wild animals.

Social Skill: cooperation

Materials: cookie cutters, loaves of bread, raisins, bird seed, cranberries, pine cones, oranges, apples, peanut butter, paper plates, paper cups, plastic knives, needle and thread

Time Frame: actual construction - 45 minute class period, one to two weeks needed for planning, organizing, and collecting materials

Product: Edible ornaments decorated for distribution in neighborhood of school for wild animals

Procedures:
1. Call local business in vicinity of school for donations of food.
2. One to two days prior to decorating, cut shapes from slightly frozen, day-old bread using cookie cutters. Slice apple and orange slices.
3. Use a needle and thread to poke a hole through bread shapes and fruit slices as a means of hanging ornaments from a tree branch.
4. Let these sit out to dry for at least one day.
5. Set up for project consists of putting a small amount of peanut butter in small paper cups and bird seed, raisins, cranberries, bread, fruit slices and pine cones on a paper plate.
6. Divide students into teams combining students from different classes.
7. Give students a set of directions for decorating the ornaments when each team picks up its supplies which consist of paper cup, knife for spreading peanut butter and paper plates with the remaining food materials.

Follow-up: Pack all finished products in boxes for distribution at a later date - keep in a cool, dry place.

Lesson Plan for Service Learning Project

Objective: Students from elementary and middle school will be able to complete a community learning project consisting of decorating neighborhood trees.

Social Skill: Learning responsibility toward community

Materials: Completed edible ornaments

Time Frame: Approximately two hours

Product: Complete service project

Procedures:
1. Make transportation preparations for field trip into the community.
2. Make necessary phone calls to businesses and/or private residences for the purpose of getting permission to decorate trees on private property.
3. At each distribution site divide up ornaments so that all students get a chance to participate in activity.
4. Take photographs or a video of activity for viewing later by the students as part of reflection.

Student Reflection: Have each student respond to an open ended statement, for example, "Participating in this project made me feel ..." or "One thing I especially enjoyed about this project was ..."

Follow-up: Celebration of event by having lunch at McDonald's with all students. Send thank-you cards to businesses which had donated supplies and materials for project. Display a photo bulletin board at McDonald's depicting various stages of project for public viewing.

Lesson Plan for Service Learning Project

Objective: Students will be able to activate their action plan which is determined by the committee on which they are serving.

Social Skill: Team work, encouragement, responsibility, role playing

Thinking Skill: Sequencing, organizing

Materials: Paper, pens, telephones, typewriter or computer, banner-length paper, markers, poster board, name tags, microphones, speakers, video camera, props for skit

Time Frame: Approximately six to eight hours

Product:
1. Parent Letter
2. "Hawk" up-date (school newspaper)
3. Posters
4. Banners
5. Permission notes
6. Phone calls to media and school board president
7. Transportation arrangements
8. Announcement/invitation to other classes invited to attend
9. Program
10. Audio-visual set-up
11. Skit

Procedures:
1. Students will meet with their committee and a teacher to solidify their goals and action plan.
2. Each committee will write sequential details of their action plan.
3. Teachers will help facilitate their plans and serve as encouragers.
4. Students will write a rough copy for teachers to edit and will rehearse and/or role play their committee's product.
5. Parent letter, newspaper article, programs and permission note will be written or typed in final form by the students and dispersed appropriately.
6. Conversations will be held with Principal, Media, and School Board President.
7. Posters and banners will be make and displayed.
8. Transportation arrangements will be made.
9. Announcements will be made to those classes invited to attend.
10. Students will set up props and audio-visual equipment.

Follow-up:
1. Gather returned permission notes.
2. Present program.

MAKING A DIFFERENCE: ACTION PLAN

Names: _____   _____

             _____   _____

             _____   _____

Explain your part in the project: _____

_____

_____

You have the ideas, now write the plan. Refer to this guide as your plans develop and change.

Purpose (why are you doing this?):   _____

_____

_____

Outcome (what will result from the project?):   _____

_____

Tasks to be done	By whom	Deadline
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Supplies (what do you need to accomplish these tasks?):   _____

_____

Mission accomplished (how will you know?):   _____

_____

Appendix F

AVOIDS INAP. NOISES/TALK-OUTS	PREPARED FOR CLASS	APPROP. BEHAVE. OUTSIDE ACAD.	FOLLOWS DIRECTIONS 1ST TIME	APPROP. INTERACTION W/STAFF	AVOIDS POUTING/OVERREACTING	COMPLETE CORRECTIONS	APPROPRIATE COMMENTS TO PEERS	ON TASK	KEEPS HANDS,FEET,ETC.TO SELF	APPROPRIATE HALL BEHAVIOR	HOMEWORK, NOTES, WEEKLY RPTS.	APPROP. BEHAVIOR IN SPECIALS	AVOIDS INTERRUPTING	IN SEAT UNLESS PERMISSION	AVOIDS FIGHTING	DETENTION

114